

Rostrum

January
2007

Volume 81

Issue 5



The People Speak

A Forum About Our World

2007 CDE National Debate Institute

July 15-31, 2007

University of New Mexico

Flagstaff, AZ



Extemporaneous Speaking National Institute

The Extemporaneous Speaking National Institute is hands down the best camp in the nation for foreign and domestic competitors. Students will receive instruction in an extensive array of topic areas, classes on personality and delivery, hundreds of relevant extemp articles, and twenty-three practice rounds critiqued by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

Lincoln Douglas Debate National Institute

The Lincoln Douglas Debate National Institute provides award winning instruction for debaters of all ages and experience levels. The Varsity Division is open to all enrolling students and offers an extensive look at everything from evidence research and case construction to cross-examination techniques and topic lectures. The Championship Division is limited to those students who have previously attended the Lincoln Douglas National Institute or qualified for the NFL National Tournament or the Tournament of Champions. The newly introduced Scholars Division is limited to those students who have been selected in a nomination process for their excellence in rounds and in the classroom. All divisions will also offer detailed instruction on all ten of the coming year's topics, twenty-three rounds critiqued by the nation's best instructors and coaches, and extensive research materials.



Policy Debate National Institute

The Policy Debate National Institute is dedicated to providing outstanding instruction in the areas that team debaters need most. Unlike the "evidence factory" model employed by most debate camps, the curriculum at CDE is driven by time honored methods that encourage independent growth and achievement, individualized instruction and mentoring, and the tools and techniques needed to develop winning strategies that win debate rounds. The Varsity Division is open to all enrolled students, and the Championship Division is reserved for those students who have qualified for either the NFL National Tournament or the Tournament of Champions. The main goal of both of the divisions of Team Debate is to develop an environment in which students can learn

the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

The Public Forum Debate curriculum is one of the most exciting new programs to come to the CDE National Debate Institute. Some of the best Public Forum coaches and debate minds from around the United States will be leading discussion based modules and focus groups directed at developing strategies that work in the NFL's newest form of debate. Students will receive numerous lay-critiqued rounds and instruction in current events, rhetorical strategies, oratorical organization, cross-fire techniques, topic approaches, and persuasive performance. The main goal of the Public Forum Debate Institute will be to allow students to take an active role in creating the organizational and argumentative structure of Public Forum Debate while emphasizing the persuasive and oratorical nature of this new form of debate.



Applications for the 2007 CDE National Debate Institute are now being accepted.

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571
Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

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Mailing Address: _____

School: _____ Number of Years in Event: _____

Coach's Name: _____ Coach's Phone Number: _____

Please enroll me in: ☐ Foreign Extemp ☐ Domestic Extemp ☐ Generic Extemp ☐ Varsity LD

☐ Champs LD ☐ Scholars LD ☐ Public Forum ☐ Varsity CX ☐ Champs CX



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The speech that conquered 'fear itself'

Bill Forsythe, Lincoln Financial Group

Franklin Delano Roosevelt's first inaugural address, a call to arms against the ravages of the Great Depression, may have been the single most important American speech of the twentieth century. It certainly was one of the most stirring, pitch-perfect, and successful. When Roosevelt, popularly known as FDR, began the first of his four terms in 1933, the United States was reeling from a widening social and economic catastrophe set in motion by the stock market collapse of 1929. With one speech, the nation's hope was reignited.

His most memorable phrase – "the only thing we have to fear is fear itself" – inspired a vast radio audience desperate for vision and leadership. Roosevelt drew from the well of courage, determination, and optimism he discovered in his deepest being when beset with polio some 15 years earlier, a painful, paralyzing condition he disguised by stagecraft and sheer force of will. "He presented himself as a man without weakness," economist John Kenneth Galbraith recalled, "and this was how the country and the world perceived him."

Of course, "that we had 'nothing to fear but fear itself,'" Galbraith wrote, "was palpably untrue; there was much, much else to fear." As FDR spoke that gray, chilly morning of March 4, 1933, 15 million Americans, one-quarter of the labor force, were unemployed with 30 million mouths to feed besides their own. Industrial output was half what it was in 1929. Wages had fallen 60%. Long lines of haggard people waited for dry bread and thin soup from private charities. Tens of thousands of displaced people were on the road.

There was a new crisis, too. In the days before FDR took his oath, one bank after another began closing its doors. Many on hand that day literally had empty pockets. As the New York Sun reported, "CAPITOL CROWD IN WILD RUSH TO FIND CASH ... The thousands of visitors to attend the inaugural ceremony went to Capitol Hill with worried faces. ... Women in brilliant evening frocks and men in evening clothes scurried from bank to bank and from hotel to hotel, seeking any amount of money to carry them on."

The new First Lady, Eleanor Roosevelt, who would emerge as an advocate for the poor and disadvantaged, said afterward, "It was very, very solemn, and a little terrifying. The crowds were so tremendous, and you felt that they would do anything – if only someone would tell them what to do." FDR did so in a strong, clear voice with analogies to war, marshalling "this great army of our people" in "lines of attack" on joblessness and want. The immediate response was nearly unanimous support for his bold, sweeping policies.

Humorist Will Rogers lauded the lift in the nation's spirits: "Americans know they got a man in there who is wise to Congress, wise to our big bankers, and wise to our so-called big men. The whole country is with him – even if what he does is wrong, just so he does something." The "something" FDR did was profound: an unprecedented expansion of the federal government to stimulate economic recovery, all with a jaunty confidence and seriousness of purpose plainly evident in his first "fear-conquering" words as president.

Sources

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Freedom from Fear: The American People in Depression and War, 1929–1945, David M. Kennedy, Oxford University Press, 1999

The Time Between the Wars, Jonathan Daniels, Doubleday & Company, 1966



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J. Scott Wunn

From the Editor

Dear NFL:

Wow! *The People Speak 2006* was more than a success. It was a unique opportunity for over 14,000 discussions to take place among NFL students, parents, faculty, members of local communities, and regional and national leaders.

The students and coaches that participated in this year's TPS program proved that NFL membership and participation can and should involve more than competitive events. Being an active NFL member means community outreach and engagement in our world and its events. I am so happy that so many NFL students and coaches chose to participate in the grassroots discussions concerning the United States' role in the world.

I would like to personally thank Mr. Timothy E. Wirth, President of the United Nations Foundation, and Mr. Ted Turner, NFL alumnus and the Chairman of the Board of the United Nations Foundations, for their continued support of this outstanding project. This is the 4th year that the NFL has partnered with UNF to promote and encourage open dialogue among NFL students and the community. Also, a big "Thank You!" goes to Liz Leach for her hard work in the NFL National Office in organizing this year's events.

Again, congratulations to all NFL schools who participated in TPS 2006. Please go to pages 24-36 to read more about this year's participation among NFL schools and to The People Speak website at www.thepeoplespeak.org.

Sincerely,

J. Scott Wunn

Rostrum

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The Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

Topics

January Public Forum Debate Topic:

Resolved: That lobbyists negatively influence the legislative process in the United States.

January/February Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: The actions of corporations ought to be held to the same moral standards as the actions of individuals.

2006-2007 Policy Debate Topic

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces.

The National Office will be closed the week of December 25

NFL Hall of Fame Nominations Due

Nominations must be postmarked no later than February 2, 2007

Who is eligible?

A coach with **25 years** NFL Membership
or
retired.

Forward Nomination AND Coach Bio to:

Sandy Krueger
National Forensic League
P.O. Box 38
Ripon, WI 54971

or
email: nflrostrum@nflonline.org

The Cover Photo

The People Speak

Pictured: NFL Student Member, Lauren Evans, Eagan High School, MN

January 2007 Rostrum

The People Speak Success Stories

Topic Release Information

L/D Debate Topics available by calling NFL Hotline ((20) 748-LD4U
or

Check the NFL Website "Home" Page at www.nflonline.org

L/D Topic Release Dates:

August 15 -- September/October Topic
October 1 -- November/December Topic
December 1 -- January/February Topic
February 1 -- March/April Topic
May 1 -- National Topic

Public Forum Topic

August 15 -- September Topic
1st of prior month - October thru April monthly topics
May 15 -- National Topic

ROSTRUM



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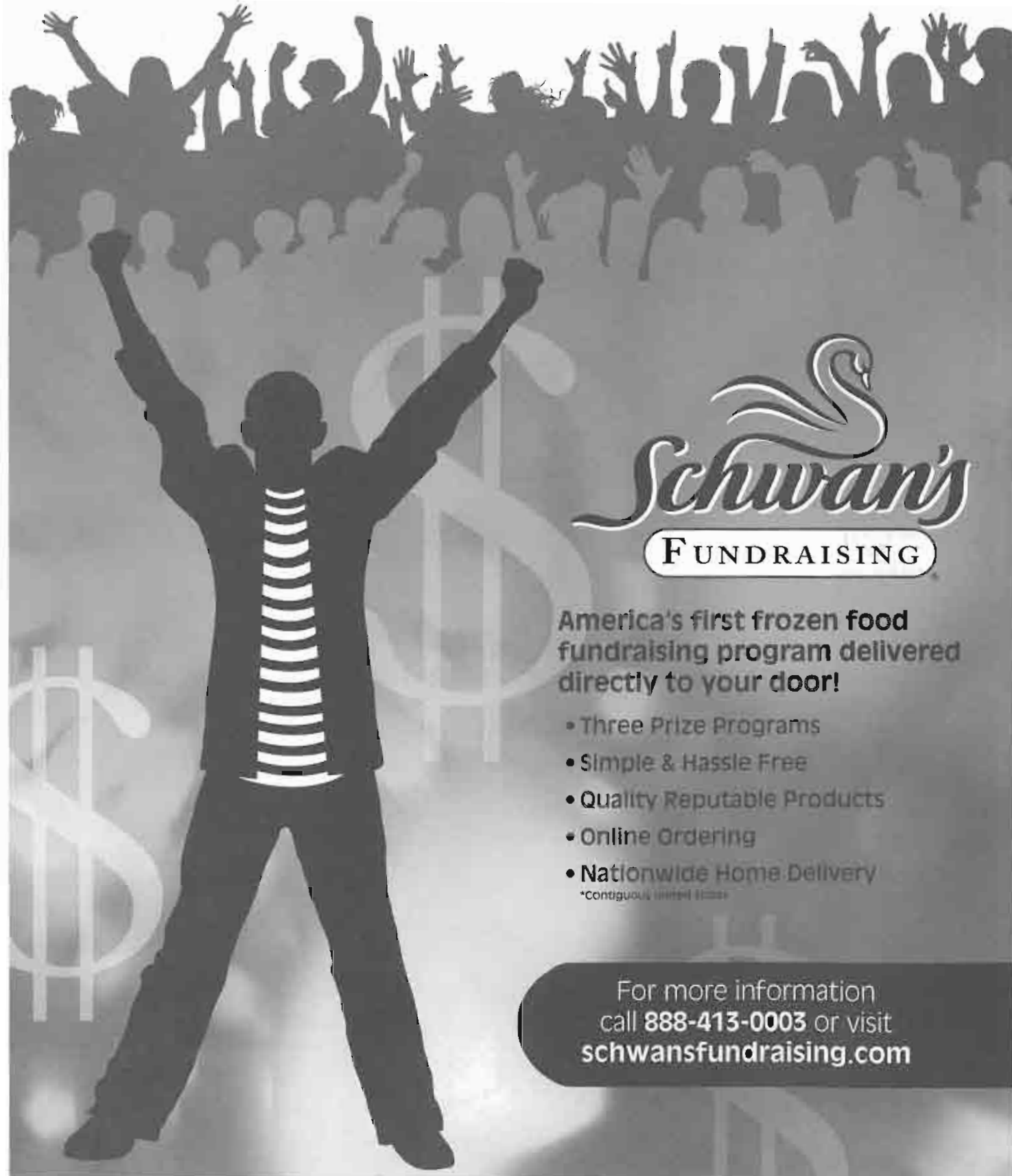
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NDCA Coaches' Corner
by Tim Mahoney



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Studies have shown:



- 30% of coaching is retained by seeing only
- 11% of coaching is retained by hearing only
- 50% of coaching is retained by seeing and hearing
- 70% of coaching is retained by seeing, hearing and doing

— but —

- 90% of coaching is retained by seeing, hearing, verbalizing and doing!

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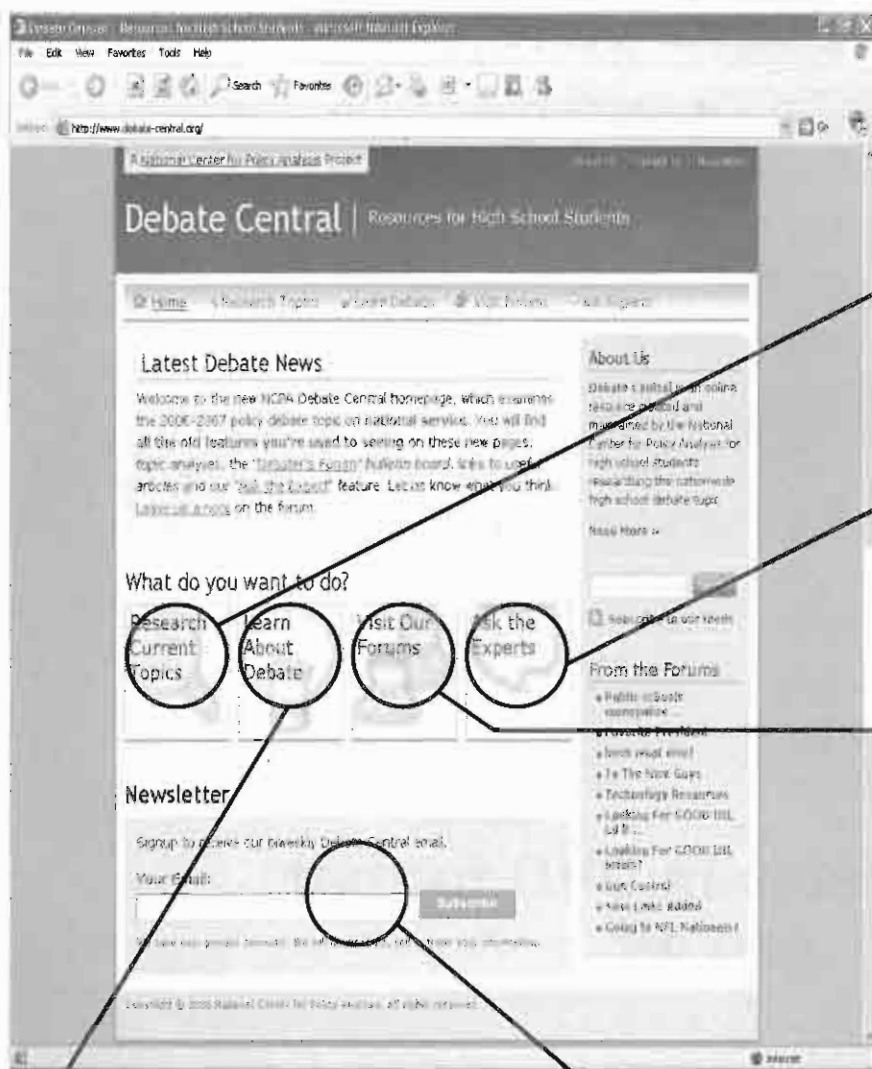
More info at

www.dalepublishing.us

www.Debate-Central.org

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NCPA's [Debate-Central.org](https://debate-central.org) is your one-stop-shop for materials on C-X and Lincoln-Douglas debate topics. It is ideal for both new and seasoned debaters. All our material is provided for you at no charge.



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Featured Alumnus: Michael Abbott

Michael Abbott first found his love of speech and theatre at age 10 as an Elvis impersonator. Years later he graduated from Morristown West in East Tennessee with many successful years in speech and forensics. He went to Nationals in 1998 with Humerous Interpretation as his main event. He attributes much of his speech success to his coach Susanne Terry. He said "schools would be lucky to have a coach like her...everyone could use more coaches like her." I asked him what kept him participating in speech throughout his high school years, he said, "I knew I had found my niche in forensics and theatre. Kids need an outlet and forensics was that for me. I found a family and it was a way to focus my youthful energy."



Michael Abbott, Jr.

After graduation he attended North Carolina School of the Arts (www.ncarts.edu) majoring in Drama. One thing Michael wanted to stress to upcoming high school graduates, is that you should look into colleges early. He was so happy he chose NCSA but every student has to find their own way! "Not everyone is built for a conservatory. There are all different types of programs to choose from. Start early so you know you are happy at the school you choose." His successes there led him to New York in 2000 in search of an agent. Soon after arriving in New York Michael began touring the country with John Housman's Acting Company.

Currently Michael is doing great things in the world of T.V and film. He recently starred in an independent feature film "Shotgun Stories" which will be released into theatres this year. In addition, he has been working on a rendition of "Brother Wolf" which was written and produced by Preston Lane.

I asked Michael what advice he'd give to high school students. He said, "Be involved and stay involved! Ask questions...the most exciting things happen when you ask questions." He went on to say, "Focus focus focus! It's so easy to get sidetracked but stick to it! Whether you are in sports, music, theatre or forensics, find an activity and stick to it!"

Speaking with Michael was an absolute pleasure. His passion for his work and his passion for life is so apparent. He attributes much of his success to his participation in his speech and theatre programs, and to his coach Susanne Terry. Michael has an unbelievable future ahead of him and we will continue to keep in contact and update you on his new adventures as they arise.

**If you, or someone you know, would like to share your NFL story please e-mail Alumni Director Heidi Christensen at hschristensen@nflonline.org or call her at 920-748-6206.*

National Summer Institute In Forensics



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- Kritik Lab
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Iowa Policy Summer

Director/Lab Leader: David Hingstman, Professor at Iowa; Director of Debate at Iowa; PhD. Northwestern; J.D. Harvard; A.B. Princeton. Coached 2 NDT Champions and 5 NDT Top Speakers.

This program is limited to 30 students entering their **Senior or Junior** year of policy debate. A selection process will be used to determine acceptance of applicants. Iowa's staff to student ratio promises the one-on-one instruction needed to gain the advantage on the highly technical argument issues challenging debaters today. With the diversity of debate philosophies among our staff, we will develop a wide set of possible strategies on the topic throughout the institute. Iowa provides students with new visions about debate by exploring assumptions and concepts of contemporary debate praxis and rediscovering theory as the basis of refutation and competitive success. Our goals are to improve your skills, increase your knowledge, and help you acquire the strategic sense needed for competitive success. The outstanding performance of previous Iowa Summer participants proves that our formula will work for you!

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- Brian Severson, Coach at Iowa; NDT elims participant; Coach winner of Emory Barkley Forum.

Guest Lecturers

- Paul Bellus, Coach NDT, NFL, TOC, CFL Champions and Top Speakers
- Jane Munksgaard, NDT Elims and First-Round Bid
- Jason Patil, Coach NFL, TOC, CFL Champions and Top Speakers
- Andy Ryan, NDT Champion and Top Speaker, TOC Champion
- Scott Varda, Coach at Iowa

FOR APPLICATION MATERIALS AND PROGRAM INFORMATION CONTACT:

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Meet D'arcy Patey-Robinson



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by
Sandy Krueger, NFL Publications Director

What was your first NFL experience?

My first one or the first one I remember? Since I don't want to date myself too much, I will only say that my first NFL experience was also my first year of teaching when I was recruited to judge a tournament. The next year I was a coach. Go figure. My first big NFL experience was attending Nationals in North Dakota--I thought it would never stop raining. But the tournament was wonderful and I knew that I wanted to attend as many of them as I could because the students and I learned so much.

When did you decide to be a teacher and/or coach?

Truthfully, I don't know how conscious a decision it was--it just sort of happened. I had just started my first teaching job and the interp students began showing up in my room for help since they had heard through the rumor mill that I had a theatre degree. So it was a logical step to become the speech coach officially the next year. From there I went on to coaching debate. I can't imagine my life not teaching and coaching--and I think that coaching is the best form of teaching there is. The dynamic interaction with the students, the energy generated by all that thinking and acting, the sense of achievement is fantastically rewarding.

What is your team philosophy

We call it the three P's equal H or: Prepare, Practice, Perform earns Hardware. Without each of the first three components, the chance for success is minimal. But with conscientious work in preparation, hours of practice, and an energetic

and focused performance, there is a good possibility that the student will go home with a trophy. And as I also tell my students, the trophy (whatever it is) is merely a physical recognition of your hard work and dedication. The real rewards are in the sense of achievement and pride that the student will have and the skills that they will carry throughout their entire life.

How many hours do you spend with this activity a week?

More than I truly like to think about. Since I coach all events at my school, I have to set up many mini practice sessions as well as large team meetings. When the team is in season, I probably spend about ten hours with students directly. However, this does not count the hours I spend helping to edit scripts, reading oratories, looking over cases and bills, reading poetry and plays, registering for tournaments, fundraising, and monitoring NFL points, and finally competition. That adds to the total of hours considerably. If we are lucky to get a Nationals bid, then our season extends considerably. Actually, I would have to say that I somehow work on the activity all year round. I do, however, take off federal holidays and football Sundays.

What is your vision for the future of the NFL?

My fantasy dream would be that every school has an NFL chapter or is an affiliate. I truly believe that speech activities offer students so many life skills that it should be a part of every high school curriculum. On a more realistic level, I would love to see NFL work toward finding ways to encourage and recruit new coaches so that

the activity continues to grow. Rural and Urban schools both benefit from the activity, but the community needs are often uniquely different. I hope that the NFL can learn to adapt to the changing needs of the various schools that participate while continuing to set an exceptionally high standard for learning and performance. I hope that NFL continues to encourage student participation in the larger arena of society through the various community debate activities that it sponsors and through the debate foreign exchange programs. Finally, to continue to work on publicizing how beneficial the activity is to students--making communities, administration and students aware that this activity is available and cost effective.

What is exciting about being an NFL coach in the State of Maine?

Well, certainly the weather. All of our tournaments are in the late fall and winter so we never know if we are waking to a day of competition or a blizzard. And getting that phone tree going is a challenge. Then there is the flip side--having to leave a tournament early so we don't get snowed in and have to sleep on gym floors. And we often have power outages to add to the excitement. Ah, the joys of living in a rural state. But the sense of community among the coaches and students is phenomenal--many students form lasting friendships and exhibit great sportsmanship. Everyone is truly a friendly competitor. And the coaches in Maine are great--we all try and make the activity a positive experience for our students. In fact, many of us spend time working with a student on other teams so that the student can achieve success.



NFL Announcements

What's unique about Poland Regional High School as an NFL chapter?

That a small, new rural school with no real history or understanding of the activity would be willing to take a chance and start a team with me. When the school was first built and I was hired, I asked for funding for a team and got it. And the school has always stood by that commitment and believed in the benefits of the program. The team has always been dedicated to excellence and determined to do well. They are my pride and joy every day and I delight in every moment that I spend with them.

What qualities do you look for when recruiting students for your program?

Students that are interested in thinking and keep asking why--who love to perform--who want to change the world--who are looking for a venue to express their ideas--who like to argue--who are looking for a place to belong--who are different--who love a challenge--who don't mind hard work--who have a high standard of excellence--who like to win--who are creative.

How has the NFL changed since your days as a competitor?

Definitely gotten bigger and more

influential. NFL has also changed events and added activities that allow more students to participate. And it is exciting to see that the activity reaches students of all cultural backgrounds.

What is your favorite memory from a National Tournament?

The time that my debate team broke into out-rounds. When their number was posted, the look on their faces was priceless. I was particularly happy since their parents were there and got to see the posting. I am hoping that it is an experience I will have again sometime.

What is the greatest challenge as a coach today?

Motivating students is always a challenge. In the beginning, it is sometimes hard to convince students that hard work will pay off. A second challenge is competing with the electronic age. The flashiness and immediate rewards of computer games is seductive to many students. Often students are more comfortable in front of a computer screen than an audience. A third challenge is time--with so much pressure to perform well in school and athletics, students feel that they don't have time for forensics. So as a coach, one must be flexible and willing to work around a

student's schedule. Fundraising is another challenge since many schools don't budget adequately--especially for the national competitions. Finally, there are the concerns about student safety and legal parameters that were not concerns when I first started coaching.

Are there any rituals/lucky traditions that you employ as a coach?

I always wear the same earrings to a tournament. And I rub a Buddha stomach before I leave the house for the tournament. We get an energy buzz with "Monster". We'd have "suck" and "anti-suck" parties depending on how we have done at each tournament. And we really enjoy the traditional burning of the year's material at the end of the season (of course, I have copies).

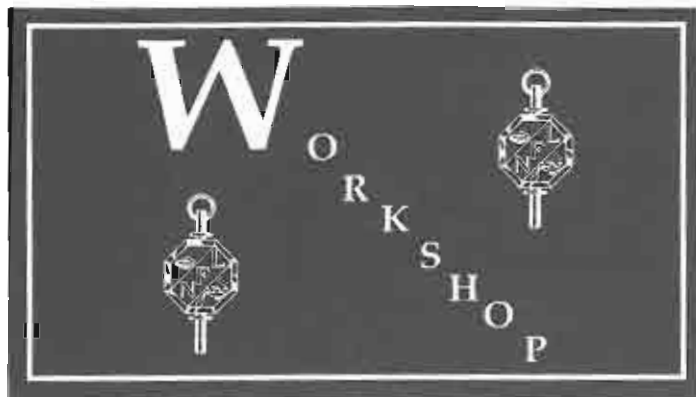
What's your favorite weekend tournament food item?

Caffeine--maybe not the favorite, but certainly the most necessary. I am particularly fond of diet Pepsi with lime. I adore happy meals and have quite a collection of toys. A tournament without a happy meal is a sad tournament. Oh, and chocolate--really good chocolate--is a must in the tab room.

Kansas

Lincoln Financial Group/NFL National Speech Tournament June 17th-22nd, 2007





NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

The NFL will once again be offering a scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Many summer workshop programs have graciously provided tuition discounts and full paid scholarships for the summer of 2007. These contributions, along with a financial investment from the NFL, will allow teachers and coaches to receive full and partial scholarships to many of the nation's finest summer programs where they can learn from the nation's top experts in speech and debate.

WHAT INSTITUTES ARE PARTICIPATING? The list of summer programs that are involved continues to grow. A complete list of participating programs will be updated daily at www.nflonline.org/CoachingResources.

WHO CAN APPLY? Any forensics teacher or coach of any level of experience may apply.

WHAT COSTS DO THE SCHOLARSHIPS COVER? We will be granting full tuition plus room and board scholarships, tuition only scholarships, and partial tuition scholarships. All participants (no matter the level of scholarship) will be responsible for transportation costs and other incidentals.

WHEN DO I HAVE TO APPLY? Applications must be received by April 15th, 2007.

WHERE DO I APPLY? To apply, go to the NFL website at www.nflonline.org under the "Coaching Resources" section and fill out a Coach's Summer Workshop Scholarship Application Form and return it to the NFL National Office by April 15th, 2007.

For more information, email nfl@centurytel.net or call 920-748-6206.

***ANY SUMMER PROGRAM IN DEBATE AND/OR SPEECH EDUCATION
THAT WISHES TO PARTICIPATE IN THE NFL COACH SUMMER
WORKSHOP PROGRAM SHOULD CONTACT HEIDI CHRISTENSEN AT
(920)748-6206***

NFL

SUMMER WORKSHOP PROGRAM FOR COACHES AND TEACHERS

Scholarship Application

Name: _____ Phone: _____

School: _____ Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

Fax: _____ Email: _____

Please check all boxes that best describe your educational needs:

- ☐ Individual Events Education and Coaching
- ☐ Lincoln-Douglas Debate Education and Coaching
 ___ Novice ___ JV ___ Varsity
- ☐ Policy Debate Education and Coaching
 ___ Novice ___ JV ___ Varsity
- ☐ Student Congress Education and Coaching
- ☐ Public Forum Education and Coaching

Please expand on your educational needs below:

List up to three summer programs you would like to attend in order of preference. Please only list the summer programs that you would be willing to attend if given a scholarship.

*Please indicate if you would consider attending if only a partial scholarship were available.

<u>Name of Program (In order of Preference)</u>	<u>Dates</u>	<u>Would you accept a Partial Scholarship?</u>
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)

Please send this form to:
hschristensen@nflonline.org
 *Send by April 15th

Heidi Christensen/National Forensic League
c/o NFL Coach Summer Workshop Program
125 Watson Street, Ripon, WI 54971



Summer Workshop Scholarship

Thank You NFL and VBI!

I went camping this summer! Where? At VBI (Victory Briefs Institute). For those of us coaches with other unrelated full-time professions or who are raising families, a week seems like a huge amount of time to spend on anything other than vacation. But the investment of time proved vitally important, and I highly encourage other coaches of all levels to make this time commitment.

If you are entering the world of debate for the first time, it's a chance to learn about the rules, structure, and theories of debate before having to judge and/or coach. For us former debaters who are coaches, it's a good way to get current. The trends in debate are constantly changing, and it's crucial to stay on top of them.

Finally, the investment is well worth it not only in terms of advanced debate coaching and team management skills but also in terms of networking. Coaches from all across the country were at VBI and it was a fantastic chance to get to know my colleagues as friends and to draw upon their strengths.



Jennie Savage
Palo Alto High School
California

Jennie Savage was an NFL Summer Workshop scholarship recipient and we would like to thank her for sharing her personal experience with our readers.



UNIVERSITY OF KENTUCKY

**"WHERE THE ROAD TO THE TOC
BEGINS & ENDS"**

2007 POLICY INSTITUTES

Three-Week—June 22-July 15, 2007

Two-Week—June 22-July 8, 2007

One-Week—June 22-July 1, 2007

2007 LINCOLN-DOUGLAS INSTITUTES

Three-Week—June 22-July 15, 2007

Two-Week—June 22-July 8, 2007

The 2006 Kentucky Fellows



Pictured above are the 2006 Kentucky Fellows: Top Row (from left to right): Karina Piser, John De La Merced, Bon Koo, Jonathan Warsh, RJ Gilglio, Matt Fisher, Michael Fields, Bill Gerath, Kathy Bowen, Corbin Coskey, and Dayton Thorpe. Bottom Row (from left to right): Kyle Davis, Jon Sharp, and Jamie Berk.

CONSIDER STARTING AN NJFL PROGRAM IN YOUR AREA

The steps are easy!

The program is designed to fit your needs and level of understanding. This program is for 6th thru 8th grade students.

- **Applying for NJFL School Membership**

Print and complete a school application card. Principal's signature required on the form. Forward the completed form along with a \$35.00 (annual membership fee) check or purchase order payable to NJFL.

- **Confirmation**

Once the NJFL office processes the completed application with payment, the school will receive a letter of confirmation. A packet of supplies will be forwarded to the school. These supplies are needed to record student points and order additional forms that are used throughout the school year.

- **Rostrum Magazine**

The school is added to the NJFL mailing list to receive the monthly magazine the *Rostrum*.

- **Tracking Student Points**

There are student credit point sheets to keep track of points earned.

- 2 points for every type of speech that is memorized.
- 1 point is received for all the other types of speaking like book reports, morning announcements, school assembly type programs, etc.

Types of events covered are:

Speeches given in class,
Speech and debate tournaments attended
Church readings, etc.

Note: 10% of NJFL points (maximum 15 points) may be transferred toward NFL membership when students enter High School



- **Applying for NJFL Student Membership**

Forward the names of new members listed on a student application form. Forward to the NJFL office along with a \$5.00 membership fee per student. (This is a one-time fee)

- **Semester Membership Report**

Record student points earned on the Semester Membership Report. Forward to the NJFL Office. All recorded points, and membership information is maintained at the National Junior Forensic League Office.

- **Points Recorded**

When the NJFL office receives the new member information and points earned from the school, points earned are recorded for each student and coaching points are recorded (coaches receive 1/10th of student points earned).

- **Recognition**

A hand calligraphed certificate is prepared and mailed to the school for each new NJFL member upon completion of the recording of the points. All the materials are mailed back to the school along with degree certificates.

- **For Information contact:** Diane Rasmussen at nflsales@nflonline.org or call (920) 748-6206

The IDEA National Junior Forensic League National Tournament

**Sponsored by the National Forensic League and the Middle School Forensic League
Hosted by Brentwood Middle School**

June 29 - July 1 Greeley Central High School - Greeley, Colorado



Debate Format:

Lincoln Douglas Debate
Middle School Public Debate Program
Policy Debate
Public Forum Debate

Speech Events

Section A

Humorous Interpretation
Dramatic Interpretation
Prose
Poetry

Section B

Duo Interpretation
Impromptu Speaking
Extemporaneous Speaking
Original Oratory

A student may compete in one debate event along with two Section B events, or two Section A and two Section B events.

In scheduling your arrival, please note:

- Debate events begin on Friday morning and continue through Sunday.
- Speech events begin Saturday Morning and continue through Sunday.

Registration Fees:

School Registration Fees will be \$125.

Registration will be \$30 per student for up to two events, \$20 per entry in each additional event. Registration fees include all applicable IDEA and NJFL membership fees.

A full tournament manual will be released on February 1, 2007.

Registration will open on March 1, 2007.

For more information, please contact Aaron Fishbone at afishbone@idebate.org, or visit IDEA website: www.idebate.org

Focusing on young people and their communities, the mission of the International Debate Education Association (IDEA) is to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally.

IDEA, Inc. is a New York charitable corporation exempt from tax as a United States public charity under section 501(c)(3) of the U.S. Internal Revenue Code. Contributions to IDEA by those qualified to make such contributions are tax-deductible to the fullest extent permitted by law.

Student Challenge

What Global Issue Should Be the Highest Priority for the United States? Why?

Visit the 'Student Resources' section of the NFL website for future question(s) posed.

Collin from Texas

Space exploration. It should be top priority for all nations. The combined effort of all peoples will bring unity to our planet and simultaneously make possible the exploration of the unknown.

Stacy from Montana

I believe that the issue of highest priority in the U.S. now should be terrorism both the war on terrorism and stopping terrorism in general. I think that the safety of the U.S. citizens should be the government's main concern.

Tom from Indiana

Hatred should be our main concern. If we could deal with the basic ideals that cause hatred of the U.S., then terrorism and global dissatisfaction would cease to be issues.

JC from Colorado

I believe the global issue of global warming should be taken care of first. You have to look at the fact that if you don't save the world first, then there won't be any other global issues left. You must take care of things with higher priorities first.

Travis from Utah

We, as a nation need to be very aware that Korea has nuclear weapons. It is a threat to the whole world, and more of a threat to the United States. We definitely need to focus time into stopping North Korea.

CJ from Iowa

The highest global priority to the United States should be its image in world affairs. When we act unilaterally, it sends a message of belligerency. No, I am not saying that the U.S. needs United Nations approval before acting in defense; however, the United States should consider any unilateral preemptive attack on any country carefully in the face of its global peers.

Rochelle from Kansas

Right now I believe that the biggest issue should be getting our troops out of Iraq. We are overstretched and will be very easy to attack if something isn't done.

Jessica from Texas

Disarmament of terrorist groups, and unstable countries that have nuclear or extremely powerful weapons.

Anna from Missouri

I believe the United States should make the welfare of orphaned and homeless children its main priority. There are thousands of children living on the streets all around the world, including many girls in China, and those orphaned by AIDS in Africa, and many more. These children live day to day from begging and eating scraps from the garbage. It should be a goal of the United States to help these poor souls.

Obaid from Oklahoma

There is no question that the ongoing global issue that should be the highest priority for the U.S. is the oil crisis. Although there are some wars going on in the world they do not affect every country unlike the problem with oil. The world is running out of gasoline and oil. It is estimated that gasoline would be completely used up by 2030 and oil by 2050. Without gasoline we do not have any means of transportation and without transportation, we would be no better off than we were a hundred years ago. If the U.S. does not try to resolve this, then who will? We are the most advanced country currently existing in the world, so, we have an obligation to do something about this crisis.

Audreanna from Ohio

Arts education because it enhances the mind and children do better on tests and it soothes adult's pains.

Student Challenge

Kathryn from Nevada

I think we should focus our attention on globalization. There are millions of Americans that are losing jobs that could be done here but they are being shipped overseas. It's not a bad thing that the jobs are getting, but we should have some of the same jobs, like answering phones, over here in the states.

Alexis from Idaho

HIV/AIDS should be the highest priority for the United States. It has been estimated by <http://www.avert.org/worldstats.htm> that 2.8 million people died of AIDS in 2005, and 38.6 million people were living with AIDS in 2005. This is obviously a disease of epidemic proportions that is affecting those overseas as well as in the United States. There are treatments, and companies studying treatments and trying to find cures for HIV/AIDS. If the United States could focus in on these treatments, or studies, or education around the world, we could influence those numbers, and lower them significantly. Even, eventually, finding the cure to this deadline disease.

Brittiani from California

The global issue that should be the highest priority for the United States is education. The schools here in California are going downhill which can be seen just by looking at GPAs and test scores. The government really needs to focus on the fact that we are the next leaders of America. Do you want a leader that reads at a third grade level? We should be able to pick and choose our leaders, not eagerly welcome the only one to make it through college.

Tyler from Pennsylvania

The global issue that should be of most importance to the United States should be

that of working toward world peace. Some claim that this is an unreasonable goal due to the impracticality of the goal, but working towards global peace initiatives secures the United States, builds international trust, and is morally and ethically necessary.

Joshua from Missouri

The African AIDS and poverty crisis should be at the top of our government's list of global issues. In the past we have mostly turned our backs to major problems in Africa such as the Rwandan Genocide, and the increasing conflict in Darfur, Sudan. These are social humanitarian problems that penetrate deep into the moral fabric of our nation, they need to be addressed. Even though they are not happening in our country, that does not mean that they do not concern us. The United States needs to remain a beacon for social justice and equality. We do not need to "patrol" the world and take care of every little thing, but when African nations have proved that they cannot deal with these problems alone, we should step in and give assistance.

Matthew from Washington

Healthcare, famine, and trade. These are triangular in their connection, for providing better healthcare (i.e. aid plus training) promotes longer life, thus ensuring greater need for food and a great growth in economic means. If food growing commences, then the longer living, healthier people can spur trade and create countries that have the ability to aid the United States. The major reason for the United States to entangle itself in any situation is to gain economic advantages and provide for the furthestmost of mankind through humanitarian work. However, since this is a global issue, it applied to the U.S. also, and the U.S. needs to fix its own problems, such as 40 million uninsured, homeless rampant everywhere and its own trade barriers.

Ryan from Colorado

I believe that the highest priority of the U.S. should be the looming shadow of Chinese supremacy. We all fear the day when the most populous country in the world turns from buying our industries and blinding our satellites to waging full on war, probably back by fear from other intimidating countries like Russia, North Korea, and a plethora of terrorist organizations.

Maurice from Texas

The global issue the United States should pay more close attention to is the rise of rare infections, or diseases. Now, people are being diagnosed with diseases that used to occur maybe once a year or once every two years. Those numbers are rising to about six or seven per year.

Logan from North Dakota

I think that the highest priority for the United States should be the poverty stricken people in the country. This is because our largest concern is the war and the people who need the money aren't getting suffice support from our government.

Morgan from Idaho

The nuclear program in Iran should be the highest priority for the United States at this point, especially since Russia has been feeding the program. It is important that we protect not only ourselves from these types of weapons, but the rest of the world as well.

The People Speak[≡]

A forum about our world



*Working Together
With the
World:*

What's In It for the U.S.?



the People Speak project

Dear NFL Members,

The 2006 People Speak Project was an exciting time for all of the coaches, students, community members, schools, and districts involved! With over 14,000 events held, the People Speak was again an incredible success thanks to the dedication and energy of NFL schools.

Coaches and students had a number of opportunities with the 2006 People Speak. From the launch of a highly interactive People Speak website to the filming of an NFL/People Speak documentary, the People Speak had something for everyone!

The creativity and energy brought to the People Speak Project by NFL schools is the key to its success. This year, schools hosted students from England, participated in interactive video debates, held debates at state and county fairs, and numerous other events!

While participants in the People Speak received points, the true rewards are far greater. Students, coaches, schools, and districts strengthened relationships with their communities. Students and community members met and discussed global issues.

Thank you for making the 2006 People Speak Project a success! Without the dedication, energy, and creativity of NFL schools, these discussions would not happen.

Congratulations!



Pinecrest High School students Katlin Christian and Ashlyn Karan, along with Cameron Tysinger meet with House of Representatives candidates who took part in the event. Pictured are Bud Schaffer, Joe Boylan, and Gerald Galloway.

◆ People Speak

The Biggest Year Yet!

By Liz Leach

The National Forensic League is proud of its four year commitment to the United Nations Foundation's *People Speak* project. This year's project was filled with exciting changes and projects.

The People Speak began in 2003 with the NFL as an original partner. Our first year was small with a few hundred events. In 2004, NFL hired a full-time People Speak Coordinator to increase the involvement of NFL schools in this program. Last year's project was an overwhelming success. More than 12,000 events were held by NFL chapters and affiliates in September, October, and November 2005. This year, more than 14,000 events



Students from Virginia and England debate.

Speak website. Featuring weekly blogs from partner organizations, guest bloggers, online discussion forums, podcasts, and more, the website was an exciting new part of the 2006 People Speak project. NFL members were active participants in the online forums. Members started discussions, joined discussions, and took discussions in new directions with unique ideas.



Students debate the importance of multinational cooperation at the Glenbrook Tournament.

In addition to the numerous continuing online forums, the People Speak offered a number of online opportunities. Ted Turner, Muhammad Yunus (the Nobel Peace Prize winner), and others answered submitted questions related to their work, the People Speak, and any thing else people had on their minds.

The United Nations Foundation and People Speak partner organizations made a number of opportunities available to People Speak participants. However, there was one opportunity available this year unique to NFL members.

With the support and encouragement of the United Nations Foundation, the National Forensic League filmed a documentary during the 2006 People Speak season. All schools registering events prior to October 27th were considered for participation in the filming. Schools across the country were selected to have their event filmed. The documentary is being produced by NFL alumnus Mark Ferguson, a 1973 (Perry HS, OH) National Champion in DI. The documentary will be shown to NFL schools, sponsors, and interested schools.

2006 was an exciting year for the People Speak. If this was any indication - 2007 will be even better!



A student from Savannah R-III HS (MO) presents his portion of a People Speak debate on human rights.



A student from Analy HS (CA) participates in a panel discussion on the environment.



◆ People Speak Surfin' the World Wide Web

The People Speak Website Gets Overhauled

The goal of the People Speak is to bring together individuals the world over in discussions about the United Nations and the American role. Of course, a global discussion causes a few logistical challenges. Enter the People Speak website.

In the past, the People Speak website was little more than a place to register an event, find an event, or print off a copy of the toolkit. At the end of last year, the United Nations Foundation asked People Speak partner organizations for suggestions on improving the 2006 project. Overwhelmingly, partner organizations suggested improving the website to increase its functionality and interactivity.

The process of designing the new website began in the spring of 2006. Partner organizations submitted their comments, meetings were held, template websites were created, and in September 2006 - a new website was officially launched.

The new site provided a new way of being involved without hosting an event, or in addition to an event. To encourage use of the site, the NFL offered an incentive for participating in the website. NFL members were offered one National Community Service point per day, up to thirty total points, for participation in online discussion forums and comments on partner organization blogs.

A new website brought new technology with it as well. To in-

crease the interactivity of the website, the ability to post podcasts of People Speak events was placed on to the website. Individuals hosting People Speak events could record their event and then share it with the world via the People Speak Website. The web site also has the ability to host online videos. With this capability, Ted Turner, Muhammad Yunus, Lauren Bush, and more, were able to bring their views on the People Speak topics to those who might otherwise have missed out.

While not as technology heavy, the People Speak website also hosted weekly blogs from the partner organizations of the People Speak. The NFL page offered a more youth focused view of the People Speak program as well as providing a forum for NFL members to express their opinions on a variety of topics. NFL members could also visit the NFL page to see upcoming NFL events.

The new website for the People Speak was a key component of this year's success. Thousands of people the world over visited and participated in the website. Even though this year's People Speak project has ended, the website is still there. Continue visiting the website to find out about other events, share your opinions, and keep the discussion going. Because in the end, the discussion is the whole point.



The NFL People Speak home page



The People Speak discussion forums



The top podcasts and videos on the People Speak website



◆ People Speak

Speaking Out

NFL Members Participate in special People Speak activities

(Editor's note: In 2006, with the increased abilities of the People Speak website, the United Nations Foundation brought world leaders to participants. Two incredible opportunities were made available to participants - Ask Nobel Peace Prize Winner Muhammad Yunus a Question and Ask Ted Turner a Question. People Speak members were able to submit questions through an online forum for Professor Yunus and Mr. Turner to answer. While not all questions were answered, NFL members were main submitters of questions for both of these opportunities. The discussion forums can be accessed through the People Speak website (www.thepeoplespeak.org) as can video of both Professor Yunus and Mr. Turner answering questions.)

Professor Muhammad Yunus

Winner of the 2006 Nobel Peace Prize for his work founding the Grameen Movement, an innovative program known as microcredit that provides small loans to the poorest rural areas of Bangladesh without requiring collateral, Muhammad Yunus answered questions submitted by participants in the People Speak. Microcredit recognizes that the poor have skills that are often under-utilized and that they can be responsible for lifting themselves out of poverty. As of this year, the bank has 6.67 million borrowers, 97 percent of whom are women. There are 2,247 branches of the bank, which together provide services in 72,096 villages or more than 86 percent of the total villages in Bangladesh.

make money for themselves?*

Muhammad Yunus: It is really microcapital. People need money to do things. It (the microcredit) is to enhance income, productivity. If you have the money, you start thinking how can you use the money to make more money.

Microcredit provides the first dollar so they (the borrowers) can go catch the second dollar and get out of poverty.

Do you think this program, or a similar program, could eventually wipe out poverty?*

Muhammad Yunus:

It still leaves out a huge chunk of the world population. You need to bring something to reach out to all the people. There is no reason why it cannot be done. So we tried it (microcredit in Bangladesh) and it worked. Its nothing like the conventional banking system. We are sharing - banking should be inclusive. That way, the ultimate goal is to come to a situation where 100% of the world population can be served by financial services.

** The People Speak created combination questions for topics which were submitted by multiple people.*

Are these programs (like the Grameen Bank) in use in other countries?

Matthew Yevins, Trinity HS (PA)

Muhammad Yunus: The idea has spread. Today, one can almost safely say you would find it difficult to find a country that does not have a microcredit program.

Does microcredit become a crutch for people where they rely on the assistance only or does it help people find a way to

◆ People Speak

Speaking Out

Answers from NFL Alumnus Ted Turner

What do you have to say to Americans who think the UN isn't accomplishing its goals and the US should withdraw from it?*

Ted Turner: I think that they have not really learned everything they really need to learn about the United Nations. There is a lot of things that the United Nations is involved with that would not be done without the organization. Its kind of like the federal government of the United States. It is a long ways from perfect, but we could not

operate the country without a federal government. We couldn't operate the world with 191 different countries without a place to get together to hash things out and come up with compromises and conclusions that make sense for everyone.

How does it feel to be able to donate one billion dollars to help others? I believe joy only comes through selfless giving. You must be one happy guy!*

Ted Turner: I am. I am very happy. It was, nothing in my life, except watching my children grow up

and do well, has given me as much pleasure and satisfaction as being able to be involved in philanthropy and making the world a better place in a major way.

What concrete steps can be taken to improve the UN's image in the US and the world?*

Ted Turner: Well, since the UN really has a wonderful story to tell, all we really need to do is tell the story about what the UN does and what it is attempting to do. We can also discuss the things it

can't do and what it is not doing at the current time. Because no one organization, no matter how large, and really the UN isn't that large an organization. The budget, the total UN budget, isn't as much as a medium sized country. It (the UN) just does a lot of wonderful things that wouldn't get done otherwise. If we just tell that story, and people avail themselves of the information, they would feel positively about the United Nations, most of them would.

Mr. Ted Turner

Ted Turner is a former championship NFL debater and the founder of a number of businesses and philanthropic ventures. Mr. Turner is the founder of CNN, founder of the Goodwill Games, Chairman of Turner Enterprises, Inc., former Vice Chairman of Time Warner Inc., and was named the 1988 NFL Communicator of the Year. He is an avid environmentalist and a leading voice in environmental reform. Mr. Turner's 1998 billion dollar gift founded the United Nations Foundation. He currently serves as the Chairman of the United Nations Foundation. He has said his gift to the UNF is an "investment in the future of humanity."

* The People Speak created combination questions for topics which were submitted by multiple people.

◆ People Speak

Being Heard

A Sample of the People Speak Forums

Peace, Security, & Human Rights

Is it actually possible to combat the idea of terrorism with physical force? Do we have the right to use physical force and invade other countries? (Corey Lande)

I believe that we cannot stop terrorism with force because us using force against another country creates terrorism. I believe we didn't have the right to invade to find WMD's originally. It was simply a rash action by the US in the response to 9/11. (Jason Horne)

I think we can fight terrorism using physical force because it's the only way. We can't be friends with them because they don't want to be our friends. We can't pray because they are going to do it anyway and if we wait, then we are going to have another 9/11 Okay? So I think using physical force is better. (Telma Whitely)

Telma is right. The only power we have against terrorists is hard power, they hate the US because of the things that give the US soft power, so invading and fighting against them, or just threatening them, is the only way that they will get the message, otherwise we will just wind up cleaning up another 9/11. (Alexander White)

We, as a nation, cannot act unilaterally or bilaterally to combat terrorism because we do not have the resources to combat terrorism. We have to work with the international community to solve this complicated problem. Now with the second issue concerning our obligations. We do not have the right to invade other countries if we *feel* threatened. The nations or organizations in question have to demonstrate its willingness to carry out a military action before we can act. (Zack Dodson)

Energy & Global Climate Change

Should the United States ratify the Kyoto Protocol?

I think the United States should just because we should set the precedent for the rest of the world. By ratifying this, we will show that we have committed to helping our

earth and we're not just all about talking. (Kevin Liu)

I think that we should absolutely inherit the Kyoto Protocol, it is a large step to solving a large problem. Also, Kevin, we are not really setting a precedent seeing as how we are 1 of only 4 countries that haven't signed it. (Sean Robinson)

I'm not so sure we'll ever find out until scientists/government decides whether or not they believe in global warming and/or its impact on the globe. (Taylor Martin)

Scientists are not debating whether or not global warming exists; they have already come to the scientific consensus that global warming is occurring. The question that must be answered is, is this global warming caused by humans, or anthropogenic global warming? (Zack Dodson)

Since we already follow most of the mandates of the Kyoto Protocol, there is no reason not to sign it. Plus, as others have said it would be a great boost to US soft power and would help legitimize the treaty. Global warming is a world wide problem, and the best solutions will come from a multilateral approach. (Sarah Shier)

I believe the United States shouldn't ratify the Kyoto Protocol because the standards for emission are outdated. The vast decrease in emissions in Northern Asia has nothing to do with the Kyoto Protocol, but it has to do with its inaccuracies that reward nations that don't actually reduce emissions currently. I think that the United States would send a negative message to ratify an inaccurate, outdated environment policy. (Chase Cook)

Yes, the United States should ratify the Kyoto Protocol. This is the only road for us to take in order for us to increase our international popularity, enhance our environment and to take the steps that will allow us to maintain solid transportation systems when fossil fuels run out (which scientists have reported to be around 2050). Though the Protocol may not give an immediate alternate source of energy, it sure does turn our heads in the direction of trying to find one. That alone is enough of a reason for the ratification — the acknowledgment of a mistake and the mindset that may be able to right-turn it, possibly giving the world a second chance of long life. (Andrew Kozminski)

Discussion forums continued on page 31

◆ People Speak Being Heard

Millennium Development Goals

(continued from page 30)

What are some things American citizens can do to help achieve the MDGs? (Victoria Baxter - UNF)

Well, in terms of addressing HIV/AIDS, I'd say that I am already doing something. I am a member of SABS and we are raising money to send to the OneLife Revolution organization that we sent money to last year. Obviously, what my ONE club does isn't going to make a huge difference, but it certainly can't hurt. (Emily Pfefer)

I think most Americans have very limited resources to deal with these problems but that we should do whatever we can. Firstly, we can find the hundreds maybe even hundreds of thousands of organizations that are dedicated to giving money to these causes. There is literally something for you to give money to help fund. Besides these things, we can (if we want) go into careers that would allow us to travel to places around the world that need our help. (Kevin Liu)

Personally I feel that we need to get our youth involved in the community at a young age. Not everyone has money to donate but certainly you have some time. I am a member of SABS and we are selling coffee. The profits we make will be sent to an AIDS/HIV organization in Africa. Just by me selling coffee someone is impacted. (Rachel Sveom)

An obvious one is to vote in politicians who will make it a priority.... (Alex Loomis)

What I can do to help this is donate money. I can help out the community and voice my opinion. Get kids in school together and give presentations to all the kids I see. (Paul Wice)

I am involved in many different extracurricular activities throughout my high school that involve helping others. In FCCLA I and others like myself dedicate our time to being exactly what our name represents: The Family Career and Community Leaders of America (FCCLA). We help the community by putting on fund raisers that go towards helping different charities fight diseases and other pressing problems. I believe that I have helped a great deal to achieve the MDGs. (Kenneth Tanner)

I very much agree with all of the other people's suggestions. I personally donate \$30-\$50 of my Christmas money every year to less fortunate children or a charity of some kind. (Keely Haynes)

Filming The People Speak

To film the documentary which was a major component of the 2006 People Speak projects, several events were filmed across the country. Several events were filmed by documentary producer, and NFL alumnus, Mark Ferguson. Others were filmed by outside film crews.

Events were filmed in Virginia, Florida, Illinois, Colorado, Massachusetts, and Texas. Participants in the filming took part in a number of aspects of the documentary. The People Speak event was filmed, as were interviews with participating students, community members, and coaches as well as members of the audience.

A heartfelt thank you goes out to members of the NFL family and community who took part in this exciting People Speak adventure.



Left: Students are interviewed at the Glenbrooks Tournament in Illinois.

Below: A community participant is prepared to share his opinion on the debate between Randolph Macon Academy students and students from Queen Elizabeth Grammar School in Derbyshire, England.



◆ People Speak

From Across the Pond

Students Debate Multinational Cooperation

On October 31st, students from Randolph Macon Academy in Front Royal, Virginia and Queen Elizabeth Grammar School from Derbyshire, England met at Dean's Steakhouse. The reason? The People Speak. The students from Queen Elizabeth were in the United States for a two week visit, including a participating effort in the People Speak.

Students, staff, community members, and community officials gathered at Dean's Steakhouse (the unofficial town hall of Front Royal.) The students debated in public forum style the November NFL public forum topic - Resolved: That participating in multinational diplomatic efforts is beneficial to U.S. interests.

The debate in Front Royal was only the beginning. Just as students from England traveled to the United States, students from Randolph Macon will be traveling to England in March. As part of the trip is a second debate. Best of luck to the NFL students headed overseas.

*Right:
The students
participating in the
People Speak from
Randolph Macon
Academy and Queen
Elizabeth Grammar
School*



*Below: After the debate, students responded to questions
from the audience.*



*Taking questions in
crossfire.*



Making their case.

◆ People Speak

People Speak Events

A Look at the 2006 People Speak Project

In the next few pages, you will find a brief listing of some of the events which took place during the months of September, October, and November as part of the People Speak. A huge congratulations goes to every NFL member who participated in the 2006 People Speak Project.

Valley Regional HS, CT November 14, 2006

On November 14, fifteen students presented the People Speak topics to members of the Deep River community. Five students covered information relating to Peace, Security, and Human Rights, Energy and Global Climate Change, and the Millennium Development Goals. After each set of student presentations, the topic was opened for audience discussion and questions. Audience members and students found great value in the open sharing of ideas during this time of the event.

Savannah R-3 HS, MO November 30, 2006

The November 30, 2006 People Speak event hosted at the Savannah High School was a great success. At 6 o'clock the event began with three speakers each discussing a different aspect of the varying genocides occurring around the world. Speakers educated the audience on Rwanda, Sudan, the Holocaust, and other smaller ethnic and national conflicts. The event was moderated by David Kozminski, and with a crowd of over 35 people, it was well-received and afterwards each speaker was complimented numerous times.



*Students from Savannah R-3
present during their
November 30th People Speak
event.*

Del Valle HS, TX November 15, 2006

Students from Del Valle HS participated in a series of interactive video debates with foreign countries. Students participated in debates with individuals from Poland, Georgia, and Italy. Topics of discussion covered energy and climate change, human rights, and working with other nations on issues of security.

Edmonds HomeSchool Resource Center, WA November 30, 2006

At the Edmonds HomeSchool Resource Center, students executed a People Speak event they had coordinated and advertised. Community civic groups and a local Toastmasters group were invited to attend. Students presented information related to multinational diplomatic cooperation as related to the People Speak sub-topics. After the information was presented, the students and community members engaged in an hour of discussion on the topics.

Grandview HS, CO November 8, 2006

Speech and debate students from Grandview High School presented a People Speak event in three rounds. The first round consisted of one student debating another student on predetermined topics. The second round expanded the event to two teams of four students debating the three topics. Each team selected one representative to speak at a time on either the pro or con side of the issue in relation to US involvement. The third round of discussion brought all previous speakers to the front to field questions from the audience.



◆ People Speak

People Speak Events

Pinecrest HS, NC

November 2, 2006

Invitations were sent to 20 community service organizations and to the candidates for a hotly contested House of Representatives seat in the district. All three candidates attended the event and spoke to the students at length about the People Speak topic. The students presented information on all three of the People Speak sub-topics. After their presentations, the event was opened to the entire audience for questions and discussion. Community members were impressed with both the ability and knowledge of the students.

Lakewood HS, FL

November 15, 2006

Lakewood High School partnered with the Stetson University College of Law. The event was held at Stetson University and utilized a panel discussion format. The format utilized at Stetson this year was (again) a panel of six. Two of the panelists were Lakewood Debate students, two were Stetson students, one was a Stetson faculty member, and one was the keynote speaker. With two keynote speakers this year, only one participated in the panel discussion. After the students presented, the two keynote speakers gave their addresses. The event also included time for questions and answers.

Nixa HS, MO

November 29, 2006

On November 29, students from Nixa High School traveled to Nixa Junior High to participate in the People Speak. The students participated in a discussion of various People Speak topics while introducing the junior high students to speech and debate.

Skyline HS, UT

October 15, 2006

The Skyline High School Speech and Debate team was thrilled with the success of their People Speak event. The State School Board Candidates that came and answered questions and participated in discussion were very political and opinionated. The event was attended by about 45 community people and about 20 debate students. It was held in the school media center. Over the 2 ½ hours they posed the questions and follow-up questions and rephrased the audience questions that were submitted to them.

Analy HS, CA

November 2, 2006

The speech and debate team from Analy High School presented a People Speak event tied to a local issue of a commuter rail and its environmental effects. Like last year, Analy High School connected the People Speak topic to a local issue to further vest the audience in the discussion. This year, the topic was also an upcoming ballot initiative on election day. The event also featured a 7-person panel of experts from the community.



Left: Brian Oliver waits his turn to speak.

Right: Chris Catterton presents the affirmative.



◆ People Speak

People Speak Events

Trinity HS, PA

November 24, 2006 and December 4, 2006

On November 24, members of the Trinity High School speech and debate team traveled to the Strabane Woods - Assisted Living center to discuss topics related to the environment. Members also traveled to Strabane Trails Assisted Living facility on December 4 to discuss the environment. Topics covered included: global warming, animal extinction, alternate fuels, planet saving action, wildlife food sources, nuclear energy (positive and negative), and coal mining.



Left: Trinity students and audience members

Right: Students from Trinity HS and one of their visual aids



Left: Hard at work preparing for the People Speak

Savannah R-3 HS, MO

November 15, 2006

The People Speak event hosted at the Savannah High School was a great success. At 7 o'clock the event began with five speakers each discussing a different as-

pect of the 2006 mid-term elections and how they would impact peace and security in America and the world. Speakers Tyler Gibson, Nick McAfee, Chase Cook, Derek Jess, and Andrew Abbott each spoke for approximately 3-4 minutes on Campaigns, Voting, Results, World Impacts, and Future Politics and World Impact. The event was moderated by David Kozminski, and with a crowd of over 35 people, it was well-received and afterwards each speaker was complimented numerous times.

Randolph Macon Academy, VA

October 31, 2006

Randolph Macon Academy, VA, hosted students from Queen Elizabeth's Grammar School, the oldest public high school in England, for two weeks before the event. During that time, they were prepared to hold an open exhibition debate on the October UN Resolution at the local Steakhouse, inviting the Town Council, Mayor, Director of the School Board, members of the American Legion and VFW, and the school's Board of Trustees. The unique aspect of this debate is Randolph Macon students going over to England in March and hold a public debate there with the leaders of Queen Elizabeth's Grammar School's community in a pub. RMA hopes to encourage debate and communication on a question of International cooperation with students from another country.

Salina Central HS, KS

October 27 & 30, 2006

Overall, the People Speak experience was highly successful. Salina Central began with an introduction by Katrina Wooten, explaining the general format for the People Speak events. Next, each of the students gave speeches related to the People Speak topics. Speeches included a congress speech concerning the development of alternative energy, an extemporaneous speech regarding the UN MDG's, an oration about immigration issues, and an extemporaneous speech about global AIDS efforts. After each speech, the students introduced them-

◆ People Speak

People Speak Events

selves and held a discussion among the nursing home residents. The residents had useful input on the topics, and provided an active discussion forum with the students.

Nixa HS, MO

October 26 & 27, 2006

Students from Nixa High School traveled to Missouri State University to take part in a People Speak event with students from MSU. The event focused on the impact of US actions on the environment. The debate was held in the style of public forum and students from both Nixa and MSU participated in an open discussion at the conclusion of debate.

Del Valle HS, TX

September 6,13,18,20,& 27, 2006

Students from Del Valle HS participated in a series of interactive video debates with foreign countries. Students participated in debates with individuals from Poland, Georgia, and Italy. Topics of discussion covered energy and climate change, human rights, and working with other nations on issues of security.

Spencer HS & Okoboji HS, IA

September 15, 2006

Spencer High School and Okoboji High School held their annual debate at the Clay County Fair in Spencer Iowa. The students used a public forum format and covered the topics of peace, security, and human rights as well as energy and global climate change. The students also looked specifically at the issue of agricultural and alternative fuels. The debate was well attended. The audience and the students found great value in the discussion which followed the event.

Del Valle HS, TX

October 3,4,11,18, & 25, 2006

As part of the People Speak, Del Valle High School students had the opportunity to discuss environmental issues, international human rights, and topics of multinational cooperation. The students utilized an interactive video conference system to discuss these topics with individuals from Italy, Georgia, and Poland. Students from the Reber School in Tbilisi, Georgia participated in a unique debate with the students at Del Valle High School on the role of UN troops occupying foreign nations.

Lakewood HS, FL

November 8, 2006

Members of the Lakewood High School speech and debate team took part in a People Speak event with members of the Optimists and Kiwanis. The students presented on the chosen topic for the event prior to the presentation of a key note speaker. Stetson University College of Law professor Michael P. Allen gave a key-note address to the audience. At the conclusion of the presentations, the audience, members and the speakers participated in an informal discussion section.

*Congratulations
on a truly
Successful
People Speak
2006!!!*

◆ Seeking Nominations

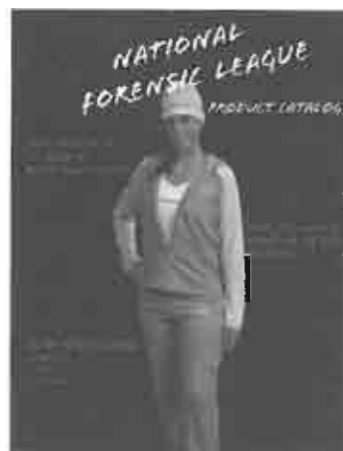
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Policy debaters, coaches and judges are invited to nominate one individual no later than **MARCH 15**.

Any policy debater who is eligible, or expected to be eligible to compete in the Tournament of Champions may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination preferably including examples and anecdotes, and the identity of the person submitting the nomination.

Nominations should be submitted to The Julia Burke Award Committee by e-mail to:
Marilyn_Burke@JuliaBurkeFoundation.com or CallmeHuls@aol.com

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Ashley Mack, Arizona State Univ., AZ
David Montgomerie, U. of Nebraska, Lincoln

David Kraft, Trinity Prep, FL
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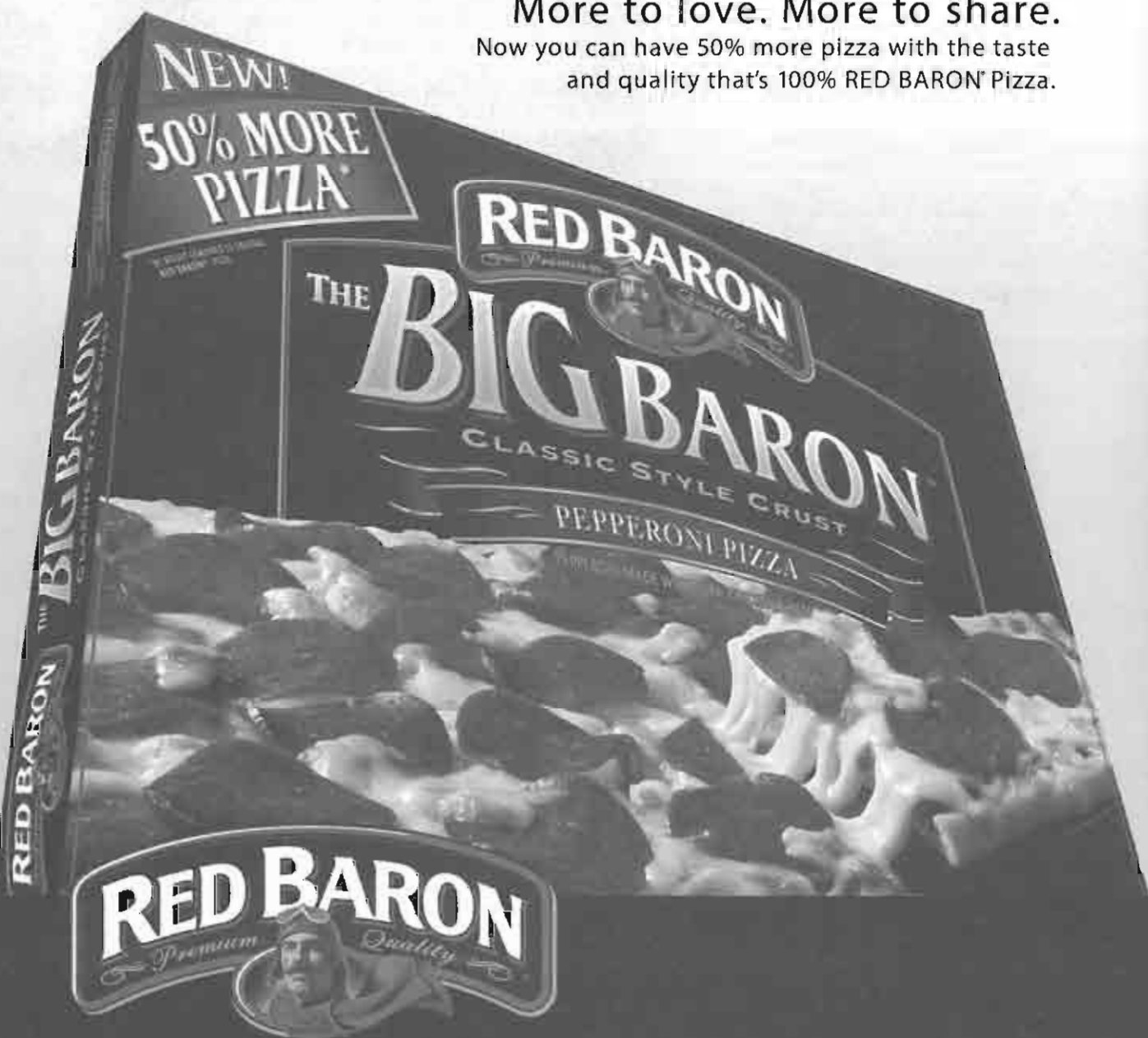
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Dates/Cost:

2-Week Session: August 11-August 24, 2007 / \$1795.00

Deadline: May 1, 2007

This year we chose to move Session II later in August so more attention can be paid to preparation for the Sept-Oct NFL Resolution, which is due to be released on August 15, 2007. Prior to the release of the resolution, debaters will have access to a wide variety of universal debate skills and immerse themselves in academic and debate theory without the pressure of having to write cases on a specific topic. These focussed seminars will continue throughout the institute.

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Dates/Cost:

2-Week Session: July 14-July 27, 2007 / \$1295.00

Deadline: May 1, 2007

In 2006, Victory Briefs hosted a 1-week Coaches Institute during Session II. Because of its success, we are offering a much more comprehensive program for coaches interested in becoming more involved in coaching Lincoln Douglas debate. We will be offering a number of programs created specifically for coaches who are both classroom teachers as well as those who coach debate as, exclusively, an after-school activity.

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Policy Debate Arguments in Lincoln Douglas

The Role of Policy Concepts in Lincoln Douglas

By William H. Bennett

Theory and argument constructs formerly reserved to policy team debate are increasingly used or encountered in Lincoln-Douglas debate. Why? What is happening that good coaches and contestants need to know? How should participants react?

WHY?

At least four factors explain why policy debate concepts are infringing on Lincoln Douglas debate. Of course this "infringement" can be beneficial or harmful, depending upon how you use it and or react to it.

1. *The judging and coach pool.* A large number of judges are policy debate alumni and or coaches. They bring to the L.D. tournament round or coaching session that team debate background. They use what they learned in policy to coach or critique debaters. Even the significant number who know that L.D. is "different", that it is value rather than policy, realize that there is large overlap between the two activities and use their knowledge in one arena to help or critique students in the other.

2. *Policy debate is shrinking.* In the early 1970s there were literally thousands of debate teams, now some research says there are less than six hundred. Alumni and coaches who stay involved in high school speech are likely to now be utilized in what many consider the "closest" even to team debate. And that is Lincoln Douglas debate.

3. *Try it, see if it works.* One of the most commendable things about good minds, be they good coaches or good

students, is the ability to cross-apply concepts and strategies. Just because we label a tactic as policy, or an approach to issues as empirical, does not mean it cannot be helpful or successful in Lincoln Douglas. Successful competitors know that and borrow freely from all arenas.

4. *Topics have changed. Topic wording has changed.* Unlike the early years of L.D. today's topic wording invites or encourages policy concepts.

Typical of pre-2005 topics is this one from 1998: "Resolved: A just social order ought to place the principle of equality above that of liberty". Note the value-laden words that predominate in the topic: just, equality, liberty, ought.

But now topics are just as likely to focus on policy concepts, two of the last four have even been worded as policy resolutions! Consider the September 2006 topic "Resolved: A just government should provide health care to its citizens". The topic focuses on a policy action promotion (should) and argues for or identifies a plan or policy (health care for its citizens) as well as an agent of action (government). The March 2006 L.D. topic was also a "should" resolution. And where there are policy proposals there will be disadvantages, counterplans, and solvency issues.

WHAT POLICY ARGUMENTS ARE ENCROACHING?

At least eight policy debate concepts and strategies have entered or expanded their role in Lincoln Douglas debate within the last very few years. (2)

1. **TOPICALITY.** Long overdue is the question of whether or not the affirmative

case meets the intent and or letter of the debate resolution. If it does not meet the intent or wording it can be attacked as "untopical".

Topicality? The affirmative must either show or be prepared to show that her case falls under the intent and or the key words of the topic. If the affirmative case or advocacy does not call for the change or belief that the resolution advocates then the affirmative is "untopical".

Possible elements in a topicality attack are the definition of the key topic word or phrase, the violation (an explanation of how the affirmative fails to meet or advocate the key word), a standard (telling the judge the criteria he should use to select between your definition and a possible opponent's definition), and possibly the "voting issue" claim (where the debater tells the judge why this issue should decide the ballot). In Lincoln Douglas most of these options are omitted but they are all options, and the affirmative must be prepared to respond to any and all of them.

Consider two examples. In November of 1997 N.F.L. students debated "Resolved: An adolescent's right to privacy ought to be valued above a parent's conflicting right to know". Several affirmative debaters used cases that *assumed* a "right to privacy" but only gave examples or evidence of how teenager's are hurt when their privacy is invaded. One possible negative response was that the affirmative case was untopical because no right to privacy exists nor did the affirmative ever show that such a "right" existed.

Or consider the November 2006 topic

Lincoln Douglas Debate

"Resolved: A victim's deliberate use of deadly force is a just response to repeated domestic violence". One case talked about women who defended themselves but never evidenced that any of them *deliberately* used deadly force. A topicality attack could have effectively argued that in the heat of self-defense many victim's are not aware of deadly versus injurious force and thus the affirmative case was untropical because it violated the word "deliberate". Another affirmative case talked about a mother who defended her children by shooting her husband. But neither the case nor the evidence claimed she acted after several attacks, and therefore the negative attacked the case for being untropical for violating the word "repeated".

2. COUNTERPLAN. A counterplan is a negative substitute for the affirmative plan. Or, in Lincoln Douglas debate, it is more likely to be a substitute for the action (or agent of action) advocated in the wording of the debate topic. Occasionally the topic itself might suggest replacing one plan with another.

Possible elements of a counterplan include the mandate (what is the negative proposing that is untropical, what policy or different action?), solvency (how does the negative proposal solve the problem?), advantage, how the counterplan is untropical (otherwise both sides support the resolution and that helps only the affirmative win the ballot), and competitiveness (which explains why we cannot or should not have both the affirmative and negative action or plan at the same time).

Two topics are good examples. In March 2006 the topic was "Resolved: Juveniles charged with violent crimes should be tried and punished as adults". Without calling them counterplans many negative debaters used counterplan arguments. In as little as one sentence or as much as a whole case some negative debaters argued that juveniles be tried as adults but be punished in a new category of jail or prison rather than adult jails, other negatives suggested that adult criminal law

is seriously flawed and should be rewritten before anyone is put on trial. Still another negative counterplan was to replace all existing prison punishment, whether of juveniles or adults, with counseling, restitution, and community service. The counterplan strategy under this topic was to say that "even if" there is a problem there is a better nontropical way to deal with it.

Or consider the November 2005 topic, "Resolved: Judicial activism is necessary to protect the rights of American citizens". The negative often offered agent-of-action counterplans: let congress, or the president, or the states take the lead on protecting rights. Pass new laws, change the constitution, do anything but let judges turn activist. All these other options, regardless of what they were called in the debate, are counterplans.

3. DISADVANTAGES. A disadvantage shows a harm that comes from, or is exacerbated by, supporting the debate resolution. Negative Lincoln Douglas debaters have used disadvantages since the event was created but, until recently, rarely used the word disadvantage.

A disadvantage can have one or more of the following factors: causal link, brink, uniqueness, impact, and or decision rule. A causal link explains what the affirmative case or the resolution does that creates the new harm. A brink shows that the affirmative or resolution causes enough change (literally pushes us over the brink of the cliff) to create the new harm. Uniqueness shows or evidences that the new harm does not currently exist, or does not exist if the resolution is not supported. The impact shows how big or important the new harm is. A decision rule tells the judge why the disadvantage should be the issue that decides her ballot.

Disadvantages are especially easy when the resolution itself is a plan. For example, the January 2006 topic was "Resolved: The use of the state's power of eminent domain to promote private enterprise is unjust". By implication the topic's plan was to abolish state power to use eminent domain to promote business. Thus negative cases included

disadvantages on lost jobs, increased poverty, urban blight and decay, an increased rich-poor gap, and socioeconomic tensions.

The Nationals topic for 2006 was "Resolved: In matters of collecting military intelligence, the ends justify the means". The implied topical plan was to restrict the means used to collect military intelligence, e.g. restrict torture. Thus the negative case often included disadvantages that identified increased risk of nuclear attack, dirty bombs, biological terrorism and or national crisis because we lacked the means to effectively gather intelligence in a timely manner.

4. SOLVENCY and SOLVENCY ATTACKS. Solvency is the issue that asks the question, will the change the topic advocates solve the problem he is talking about. A case can have partial or complete solvency. Partial solvency means that the topic or affirmative approach solves part of the problem, complete means all is solved.

For a first example return to the November 2005 topic on judicial activism to protect rights. An affirmative case which evidenced that judicial activism protected almost all rights would have great but not complete solvency. A negative which showed how activism actually reduced rights would have a great solvency attack.

Or consider the Nationals topic for 1999, "Resolved: Capitalism is superior to socialism as a means of achieving economic justice". To be solvent the affirmative needed to show how capitalism achieved economic justice. Any negative attack that denied improved economic justice or, better yet, showed that capitalism actually reduces or harms economic justice had a great solvency attack.

5. JUSTIFICATION. Justification attacks ask the question "Did the affirmative prove we needed the entire topic?". If not, the negative side argues, then the topic has not been proven true. Proving part of a question is not enough to prove the entire question. In Lincoln Douglas debate, unlike policy debate, topicality and justification attacks often overlap.

Lincoln Douglas Debate

Consider the November 2006 topic "Resolved: A victim's deliberate use of deadly force is a just response to repeated domestic violence". Assume for a moment that the affirmative case convinced you that women who are repeatedly battered have a right to defend themselves. Would that position prove the topic true? No, the topic tries to justify more than defense, topic wording attempts to justify *deadly force*. And a good negative would include among his attacks the justification attack that the affirmative has never proven a key phrase, deadly force, to be true and thus has not proven the topic true. That is a justification attack.

6. BURDEN OF PROOF and PRIMA FACIE. Prima facie is a Latin phrase meaning "on first view" or "at first face". In policy debate an affirmative case has the burden of proof, the obligation to show that a reasonable person would find the resolution to be true. As a first step the affirmative must show in their very first speech a prima facie case, a case complete enough to convince a neutral person that the resolution is true.

In Lincoln Douglas debate the wording of the resolution determines who has the burden of proof. Most of the time, but not always, it is the affirmative side. Consider how the Nationals topic was worded in 1998. "Resolved: In the United States' justice system, due process ought to be valued above the pursuit of truth when they are in conflict." When one thing must be valued above another the side which assumes that obligation has the burden of proof. Why? Because if they are equal the topic advocate, the affirmative, has lost. It is like we're standing on the fifty yard line of a football field and if we stay there the negative wins; the affirmative must move us her way or lose.

The word "should" in the resolution creates a burden of proof. The September 2006 topic read "Resolved: A just government should provide health care to its citizens". Should means that policy which ought to be and thus creates an affirmative burden. Middle ground, neutral ground, goes to the negative.

Not all topics create a unique or one-sided burden. Under the November 1998 topic, "Resolved: Capital punishment is justified", both sides had an equal burden. There was no middle ground. We either have capital punishment or we do not.

7. PRESUMPTION. Policy debate took presumption from our legal system. In American and British law the accused, in this case the present system or current beliefs, is *presumed* to be innocent until proven guilty. Thus in policy debate the affirmative always has the burden of proof, because in team policy debate the resolution always advocates a new policy.

In Lincoln Douglas debate topic wording determines who has presumption. (It is possible neither side does. Some topic wording avoids assigning presumption.)

Consider the example of the January 2006 topic "Resolved: The use of the state's power of eminent domain to promote private enterprise is unjust". Who has presumption? The negative. Why? Because the present system allows the use of eminent domain to promote private enterprise, and presumption attaches to the present system.

But look at the January 1999 topic, "Resolved: In the United States, a journalist's right to shield confidential sources ought to be protected by the first amendment". With this topic the affirmative can claim presumption. The present legal system almost always protects a journalist's right to shield sources. And when you are defending the present system presumption attaches to your side in the debate.

8. KRITIKS (sometimes spelled "critique"). There is a growing library of well considered writing on kritiks in Lincoln-Douglas debate. For an in-depth look at this controversial topic readers are referred to *Kritiks in Lincoln Douglas debate* (CDE, 2007, www.cdodebate.com), the third edition of *Advanced Value Debate* (CDE, 2007), and articles by Rodriguez and Woodhouse in the 2005 *NFHS L.D. Annual* (www.nfhs.com)

All things change. This article does not claim that all changes are for the better, only that the wise coach and student must understand and be able to confront change. Knowing more about the role of policy concepts in Lincoln Douglas, as well as how to use and or defeat them, will be increasingly critical for good debaters in the next few years.

(1) **William Bennett** is Chair of the CDE National Institutes and author of multiple standard textbooks on both policy and Lincoln Douglas debate.

(2) For a deeper understanding of and introduction to policy debate terms and strategies see *BEGINNING DEBATE, fourth edition* and *VARSITY DEBATE, second edition*. Both are 2007 editions authored by William H. Bennett and available from CDE. Or look at the latest edition of Austin Freeley's *ARGUMENTATION AND DEBATE*.

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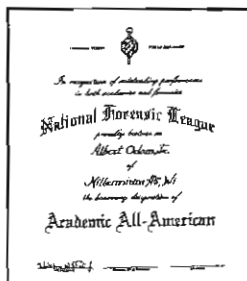
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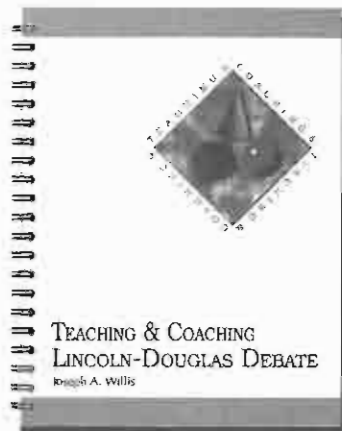
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Student Congress "Urban Legends"

By
Adam J. Jacobi

Forensics celebrates our democratic society by encouraging dissent, which can often persuade people's views enough to sway their position on an issue. What distinguishes Student Congress among other debate events is that it uses a practicable framework for discourse through parliamentary procedure. "Parli Pro," as it's abbreviated, is a useful tool for allowing for fair discussion of issues, and most importantly, protecting the free speech rights of the minority before a "majority rules" vote is taken. The key word in the previous sentence is "tool," which is what gives procedure the potential to help build effective debate in a chamber, or be the proverbial wrench that slows debate to a halt.

The paradox of Student Congress as a competitive event is that at its core, it's not about winning or defeating arguments in a quantitative way. In fact, from a competitive standpoint, the student who contributes best to the goodwill of the chamber by fostering participation in others is often the most successful. Just as a real assembly exists for the betterment of the people it collectively represents, the ultimate goal of debate on a bill or resolution is to draw a conclusion (by means of an "aye" or "no" vote) based on the collaborative claims made by members upholding each side of an issue. Collaboration requires that members listen to all of the others to avoid duplicating claims already made by speakers on the same side of an issue, as well as being prepared to address opposing claims through refutation.

Unlike original speech events, Congress is not static; it's dynamic. Through the course of debate on an issue, speeches move from a more constructive orientation to refutation, and finally, to crystallization – or synthesis of what the discussion "boils down to." All too often, debaters simply

read prefabricated speeches, rather than extemporaneously responding to the debate that has been forwarded by their peers. That's why the new one-minute questioning period for all speeches that follow the sponsorship (which still has a two-minute questioning period) will encourage more interactivity in debate. Many coaches simply used to instruct students to leave time at the end of a speech to field questions, showing they have command of an issue. The new rule allows all students to do so, while maximizing their speaking time. It keeps them accountable for the claims they make.

So, if Student Congress is about debate, what about parliamentary procedure? The best use of procedure in a session is that which is transparent. It exists so seamlessly, it's barely noticeable; it is simply a means for facilitating a fair and equitable discussion by members of the chamber on one issue at a time. Like any tool, however, procedure can be manipulated in the most egregious ways as a competitive weapon. More often, it is simply misused, like using a screwdriver to pound in a nail. That is why having a parliamentarian present in the chamber is important. While parliamentarians should allow presiding officers latitude in demonstrating their proficiency in parliamentary procedure – since that is part of how they are scored/evaluated – they should always step in to protect students who are wronged by unethical or ignorant uses of procedure. Attentive judges will also take competitive integrity into account when evaluating students.

Be a "Good Speaker Who Speaks Well"

One of the most insufferable tactics Congressional debaters use is manipulating the course of debate. Many tourna-

Let's Strive for Ethical and Meaningful Debate

ments begin with committee sessions or allow for proposals to establish the agenda, based on the docket of legislation released ahead of the tournament. In weighing the eventual agenda, members should carefully consider balancing legislation from a variety of schools and what bills and resolutions will engender the most clash. Once an agenda is established, it cannot be amended. However, items can be laid on the table, but that motion should never be used to "shut out" speakers from the opportunity to debate. An effective presiding officer will rule that motion dilatory (out of order). The proper and ethical motion to use when closing debate would be the previous question. After all, when Henry Martyn Robert wrote his rules, he was very clear on protecting the free speech rights of the minority, which is why the previous question requires a two-thirds vote. The proper use of tabling is to address an immediate concern, such as allowing a member to prepare a speech when no one wishes to speak on a particular side. The intention of laying on the table should always be to take from the table later on.

When debate naturally finishes – that is, when the presiding officer calls for speeches on either side and no one seeks the opportunity to speak – it is not necessary for a member to move the previous question. An efficient presiding officer will simply say to the chamber, "are you ready for the question?" If there is no opposition to that statement, voting on the actual legislation may commence, saving the precious minutes it takes to take a vote for the previous question. If that's done for just a handful of votes, it allows for an extra whole speech!

Parliamentary Pet Peeves

When I teach procedure, I often use

Student Congress

a tongue-in-cheek mantra inspired by a popular soap opera: "like sands in an hourglass, so are the minutes in a Congress session." The point I make is that the more time students use for gratuitous motions – especially motions that do not exist in the real world – the less time *all* of the students in a chamber have to speak. Here are a few examples of motions that do not exist, and what should be done instead:

- "Open the Floor" or "Convene" – the presiding officer simply calls the session to order and commences business, based on the agenda.
- "Reconvene" – when a member moves to "recess," s/he should stipulate the amount of time for the recess, or what times the chamber should return (that's why there's a "T" on the NFL motion table). When the chamber reassembles, the presiding officer bangs the gavel and calls the session to order again.
- "Set the Speaking Time" – speeches are a maximum of three minutes, with two minutes of questions following the sponsorship speech, and one minute of questions following every other speech. This is to establish consistency and fairness. If an individual speech is controversial, a chamber may move to suspend the rules by extending questioning for *that particular speaker*, but it cannot alter the competitive framework of this debate event.
- "Point of Information/Clarification" – because one of the hallmark rules of Congress is to first recognize those who have spoken least or

not at all, when a speaker seeks to clarify or correct another speaker, they are manipulating the floor. Even seeking "permission to address the chamber" through moving a personal privilege can be abusive, and should be reserved for addressing a concern for the benefit of the entire chamber.

- "Two-part Questions" – for the fair recognition of all members, manipulating questioning time by asking a series of questions takes time away from other questioners. A questioner may remain standing after her/his first question and seek recognition (along with anyone else in a chamber) a subsequent time to ask a second question.
- "Minimum Cycle" – this may emanate from a specific rule in the NCFL, but largely, there is no requirement as to when motions (including amendments may be made), other than after the sponsorship speech.
- "Rolling Docket" – first of all, "docket" refers to the packet of legislation sent ahead of a tournament; "agenda" is the word describing the order of legislation established at the tournament. By its very meaning, "agenda" means "order," and following a vote on previous legislation, the presiding officer states, "the next business in order is (insert title of legislation)..."
- "Open Chamber" – suspending the rules that require a motion for personal privilege to leave the chamber (to use the restroom or other

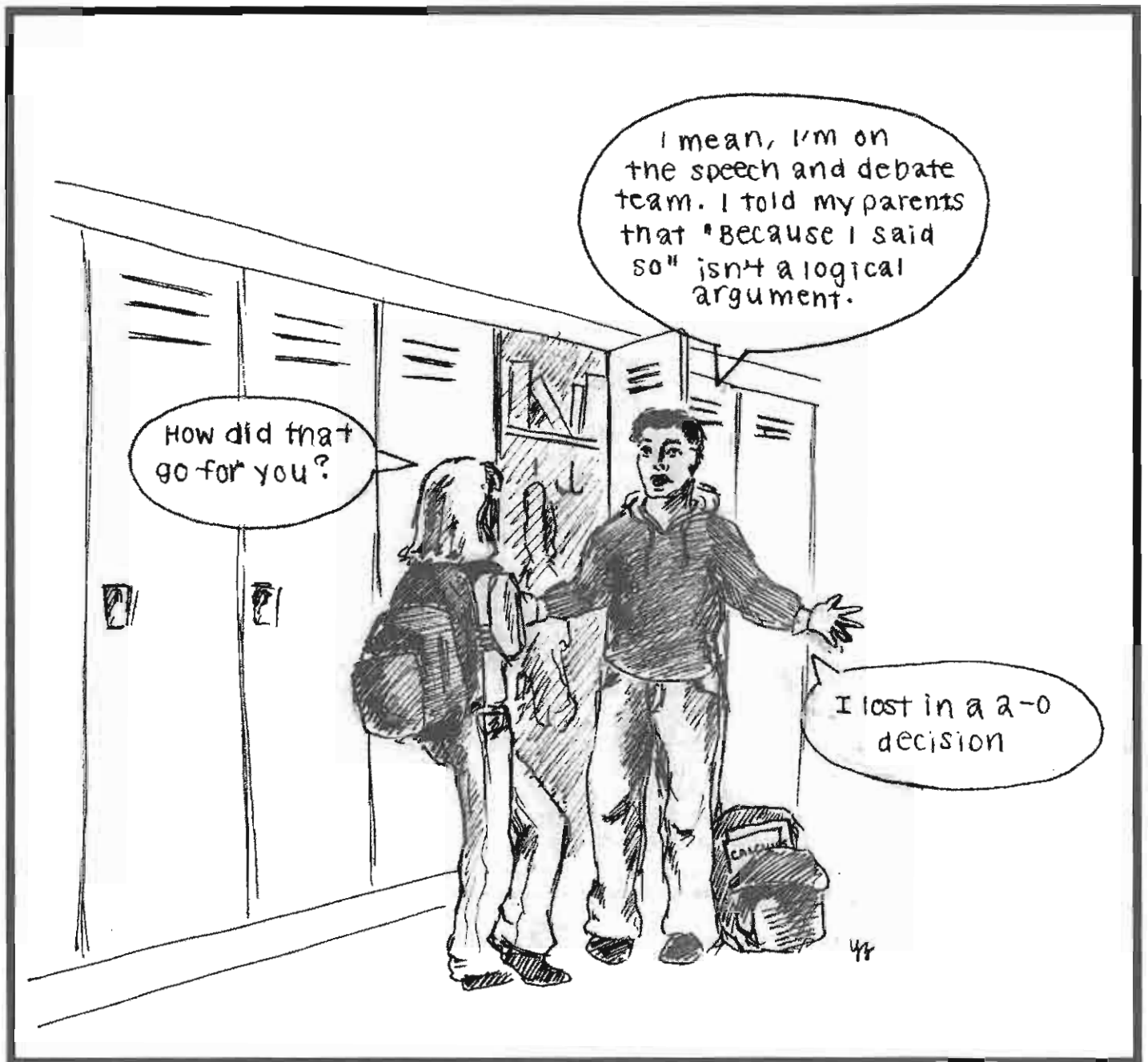
purposes) makes it difficult for the presiding officer and judges to track how long individual students are out of the room. Even though it does take a few seconds, by drawing attention to the action of leaving, it holds students accountable for not missing too much time; rather, staying and listening to the course of debate on legislation (and remember that Congress is dynamic – speeches don't exist in a vacuum).

Finally, as the famous Strunk and White "Elements of Style" aphorism advises, "omit needless words." Presiding officers who understand the art of word economy will say (following a negative speaker leaving the floor), "affirmative speakers, rise" instead of "seeing as how that was a speech in negation, we are now in line for a speech in affirmation; those who wish to speak in affirmation, rise." Concision and minimizing emphasis of parliamentary procedure will allow for more of what really counts in this oral communication activity: speeches!

(Adam Jacobi, president of the Wis. Debate Coaches' Assoc. and congress director of the Wis. Forensic Coaches' Assoc., directs forensics at Rufus King High School in Milwaukee. A former legislative assistant, he teaches parliamentary procedure at the Florida Forensic Institute. He was a consulting educator for the NFL/US State Department International Debate Exchange Program in 2004.)

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Cartoon by Yilu Zhang from North Allegheny, PA. Yilu is a junior and holds the Degree of Distinction. Yilu is coached by Ms. Sharon Volpe

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SNFI Participant*



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Ten Common Errors to Avoid in Public Speaking

Practice, Practice, Practice

by
Randy Cox

1. Inappropriate or Distracting Visual Presence – While it may seem disagreeable and even silly at some level, the way that we look and the way that we dress affects the way that people perceive us. At a psychological level, we express aspects of our personality in the visual presentation of our selves, but we also assess others based on the characteristics of outward appearance. Be aware of the signals you send based on your choices for attire, hair style, jewelry, etc. For example, good grooming of your hair and clothing sends a message that you took some extra time to prepare yourself for the specific speech situation. Avoid hats or any other facial accoutrements that would distract the audience's attention from your eyes. Be sure that your shirt does not have large letters or distracting slogans or images. Avoid dangling jewelry such as large earring hoops or items with loud or very mixed colors. Even your shoes can distract the audience's visual focus from your performance. Be aware that visual noise can be a detriment to your effectiveness as a communicator.

2. Awkward or Imbalanced Physical Stance – In everyday conversation, we have become very comfortable shifting our weight onto one or the other leg, and then shifting from side to side as needed. When speaking in a formal setting, however, that stance can leave the impression of someone who is out of control, nervous, or simply imbalanced. Be sure to balance your physical stance, by distributing your weight evenly across both legs. A general rule of thumb is to square your feet evenly below your shoulders. Balancing your physical stance will help you to avoid swaying or thrusting out your hip.

3. Closed Gestures – Whenever hands are clasped in front of the speaker or gestures are delivered directly in front of the torso, these are called “closed” or “blocking” gestures. Usually, clasped gestures are a sign of nervousness, but clasped gestures can also leave the impression that the speaker is unsure of him/herself or possibly even hiding something. Work to keep your gestures open. Openness of gesture carries with it a psychology of open mindedness, and invites the audience into the conversation rather than blocking the audience out.

4. Over-Reliance on Notes – No matter the guidelines for your specific presentation, whether or not notes are allowed, reliance on notecards, outlines, or even a prepared text decreases your effectiveness as a speaker. The ability to connect directly with the audience, especially with your eyes, is crucial for an effective presentation. The better you know your speech, the better your chances of staying on track with minimal disruption in the flow of the presentation.

5. Not Looking at the Eyes of Your Audience – For some speakers, nervousness increases from the very prospect of having to talk directly to other people in a formal setting. In order to sidestep that nervousness, some speakers will work actively *not* to make eye contact with the people in the audience, but rather to look above the audience's heads. In most presentation settings, the proximity between speaker and audience means that the average audience member can tell when the speaker is making direct eye contact or looking at a

spot above the audience. Failure to look directly into the eyes of an audience member dramatically reduces the effectiveness of the communication.

6. Failure to Meet the Time Requirements – Remember that your presentation will probably have a set time limit, with a maximum allowable time and possibly even a minimum amount of time available. Keep in mind that the logistics of a classroom environment require these maximum time limits. If the length of your speech exceeds the maximum time limit, your presentation will take time away from other presentations. If the length falls below the time requirement, your speech will not have been developed sufficiently to explore the content accordingly. Be sure to time your presentation prior to the moment of presentation by practicing with a stopwatch.

7. Hiding Behind a Lectern – A lectern is a useful tool for presentations. It allows the speaker to place reference material and notes within easy view, and may include controls for presentation aids and potentially voice amplification. However, a lectern also blocks the speaker off from the audience, decreasing the connection between the speaker and listeners. Whenever possible, avoid “hiding” behind the lectern. Use wireless control devices or a handheld or clothing attachable microphone if available.

8. Mispronunciations – Nothing is more bothersome to an audience than a speaker's unintentional mispronunciation of words, concepts, or names. Always remember to look up the pronunciation and meaning of

Public Speaking

difficult words. Whenever possible, check the pronunciation of names. If it is not possible, choose your pronunciation carefully and *practice* saying a difficult name so that it can be articulated with no verbal break.

9. **General Dysfluency** – Fluency refers to the smooth flow of language, devoid of errors or interruptions. A speech that contains the opposite, “general dysfluency,” including “ums,” “ahs,” awkward pauses, misstatements, or lapses in memory, will hinder the effectiveness of both the speaker and the presentation. Practice the speech

carefully and work to avoid these verbal interruptions.

10. **Failure to Deal with Unforeseen Circumstances** – It is a near inevitability that something will go wrong during your presentation. Another student will arrive late to the class during your presentation, a multimedia element (such as an overhead or LCD projector lamp) will fail, or you will be forced to sneeze in the middle of an important sentence! You will say a line wrong, skip a sentence, forget a piece of research/support, etc. Count on an unforeseen cir-

cumstance—but do not let the unexpected foil you. If you suffer from a lapse in memory or an interruption, try to get back on track immediately and *without apology*. Always test your technology (preferably in your designated performance space) beforehand, and always have a backup plan.

The best way to avoid all of these errors is to **PRACTICE, PRACTICE, PRACTICE**, paying careful attention to the details noted above.

Excerpted from:

What Every Student Should Know About Preparing Effective Oral Presentations

By **Martin R. Cox**, *University of Texas - Austin*

Publisher: Allyn & Bacon; Copyright 2007

National Forensic League Second Employee of the Month Award



The National Forensic League would like to congratulate Patti Kilburg on being our December **EMPLOYEE OF THE MONTH**.

Patti has worked for the NFL for 10 years and has had a number of responsibilities over that time. Currently, Patti is our Customer Service Coordinator. She answers questions for the members of the NFL on a daily basis and makes the lives of those around her easier! She is also been responsible for many aspects of our new “points application system” which is providing daily service to 3,000 schools nationwide.

Patti’s willingness to work as a team member, unselfish attitude, and her overall dedication to the NFL has earned her the title of NFL’s December’s Employee of the Month! Please congratulate Patti when you see her!

Employee of the Month is awarded based on staff nominations

Another Tournament?

Tim Mahoney

With a season that already seems to have more than enough tournaments why add one more? That's a good question but one answered by the National Debate Coaches Association with their 2nd annual NDCA Championships to be held April 14-16, 2006. "The mission of the tournament is to conduct a student-friendly event that promotes the values and norms of the high school coaching community. We hope that this tournament will reflect the qualities of an end of the year championship tournament. The NDCA wants to create a new event that encourages regional debate. Our strong belief is that a qualifying tournament that values all tournaments can help promote regional debate NOW. Promoting regional debate is a core mission of the NDCA and we believe it is essential for the continued health of our activity¹."

Miami in the Spring

If that isn't enough to convince you, consider this year's tournament host – Carrollton School of the Sacred Heart in Miami, Florida. "Carrollton is a unique Catholic community of learning with two beautiful campuses within the heart of historic Coconut Grove. The original campus, site of the architecturally-renowned El Jardin mansion, opened its doors on January 25, 1962. Originally, the El Jardin mansion served as home to Montessori through 12. New classrooms, a library and a performing arts center were added in 1970. In 1991, Carrollton acquired the former Hughes Estate, just two blocks away, and created the Duchesne campus. This campus included historic individual cottages, a modern main building, and a pavilion. Today, the Intermediate School and the High School are located at the Barat campus, which comprises approximately 10 acres fronting Biscayne Bay.²"

"Vibrant and charged with the energy of Caribbean rhythms, Miami means big-city sophistication and seductive beaches to those who plug into its unique brand of electric charge. A railroad into the old Indian trading post started Miami down its path as Florida's most dynamic city and a few works of modern engineering made Miami Beach a sudden hotspot of the 1920s. With a colorful arts scene, world-class shopping, watersports splendor, professional sports and a load of family attractions, Miami makes one of the nation's most well-rounded metropolitan destinations.³" Sounds like a beautiful and exciting place for a debate tournament!

Qualification

So, hopefully, you are now asking yourself, how do we qualify for the NDCA Championships? Unlike other qualification procedures the NDCA Championships system doesn't require debaters to travel all over the country to a few select tournaments nor does it limit the number of qualifiers by geographic areas. The NDCA has adopted a unique qualification formula that allows teams to accrue qualifying points at any open invitational tournament they attend that uses the current NFL debate topic(s). Debaters count their top five tournaments. The top 128 point earners in policy debate and Lincoln-Douglas qualify.

"The Race for the Baker"

In addition to the competitive opportunity the tournament offers, the NDCA has also created some unique awards to help create a truly national championship feel to the tournament. One of these awards is "The Baker." "David P. Baker was a debate coach for over twenty years, a founding member

of the National Debate Coaches Association, and he has already been inducted into the National Forensic League's Hall of Fame. Currently the Director of Admissions at the St. Mark's School of Texas, he continues to be a vocal and vigorous advocate for debate at St. Mark's and across the country. In light of these extraordinary contributions, the National Debate Coaches Association has created an award to be named after him. 'The Baker' will be awarded each year to the team attending the NDCA Championships that has the highest total points as determined by the NDCA qualifying system. Congratulations to Georgetown Day's Zack Beauchamp and James Brockway for being the recipients of the 2006 Baker Award for season-long excellence!⁴"

Whatever your competitive goals; national competition as a prelude to the NFL tournament, a spring break destination, or just one more competitive opportunity for your students, the beautiful Carrollton School of the Sacred Heart in Miami and the NDCA Championships can meet your needs.

(Tim Mahoney is the Director of Debate at the St. Mark's School of Texas and an NDCA Board Member.)

¹ www.thendca.org

² www.carrollton.org

³ www.visitflorida.com

⁴ www.thendca.org

◆ Affiliates - Welcome!

The National Forensic League National Speech and Debate Honor Society Welcomes the following New NFL Programs:

Cesar Chavez HS	CA
Culver City High School	CA
Narbonne HS	CA
River City HS	CA
Valley Christian HS	CA
Aspen HS	CO
Booker T Washington HS	FL
Cocoa HS	FL
Mast Academy	FL
Monarch High School	FL
Columbus HS	GA
Prince of Peace College Prep	IA
Walther Lutheran HS	IL
West Noble HS	IN
Bethlehem HS	KY
East Grand Forks Sr. HS	MN
Triton HS	MN
Clearwater RI HS	MO
Brandon HS	MS
Hopewell HS	NC
Minatare HS	NE
Wakefield HS	NE
Rio Rancho HS	NM
Legacy High School	NV
Northwestern Area HS	SD
Austin HS - El Paso	TX
Berkner HS	TX
The Academy of Irving ISD	TX
Wolfe City HS	TX
Wayne High School	UT
Atlee High School	VA
Central HS, Woodstock	VA
Fort Zumwalt North HS	VA
Harrisonburg HS	VA
Heritage HS - Leesburg	VA
John Handley HS	VA
Notre Dame Academy	VA

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NFL DISTRICT STANDINGS

(as of December 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	234	Blue Valley North HS	542
2	--	East Los Angeles (CA)	169	Gabrielino HS	549
3	--	East Kansas	161	Shawnee Mission East HS	456
4	--	Central Minnesota	158	Eastview HS	357
5	+2	Kansas Flint-Hills	148	Washburn Rural HS	367
6	+3	Heart Of America (MO)	145	Liberty Sr HS	509
6	-1	Show Me (MO)	145	Belton HS	372
6	+6	Sunflower (KS)	145	Wichita East HS	293
9	--	Illini (IL)	143	Downers Grove South HS	351
10	-4	New York City	138	Regis HS	391
11	-4	Calif. Coast (CA)	134	Leland HS	505
12	+1	Southern Minnesota	133	Edina HS	338
13	-2	San Fran Bay (CA)	131	James Logan HS	542
14	+1	West Kansas	130	McPherson HS	302
14	--	Northern South Dakota	130	Watertown HS	300
16	+1	Ozark (MO)	124	Central HS - Springfield	435
17	+1	Nebraska	121	Millard North HS	271
18	-3	Florida Manatee	120	Nova HS	461
19	+1	Rushmore (SD)	118	Sioux Falls Lincoln HS	334
20	+6	Eastern Ohio	110	Perry HS	258
20	+3	Inland Empire (WA)	110	Central Valley HS	170
22	-1	Northwest Indiana	108	Munster HS	349
22	+2	South Texas	108	Bellaire HS	704
24	+9	Great Salt Lake (UT)	107	Skyline HS	202
25	-7	Northern Ohio	106	Boardman HS	193
26	-4	Northern Illinois	104	Glenbrook South HS	333
27	+2	Eastern Missouri	100	Pattonville HS	224
28	--	Rocky Mountain-South (CO)	97	Denver East HS	229
28	-1	North East Indiana	97	Chesterton HS	479
28	+7	New England (MA & NH)	97	Manchester Essex Regional HS	264
28	+5	Tarheel East (NC)	97	Pinecrest HS	210
28	+2	Arizona	97	Desert Vista HS	320
33	+20	Montana	96	Flathead Co HS	259
34	-3	South Kansas	95	Fort Scott HS	201
35	+5	Utah-Wasatch	93	Sky View HS	243
36	--	Florida Panther	91	Lake Highland Preparatory	222
37	+3	Carver-Truman (MO)	90	Neosho HS	314
38	+5	Golden Desert (NV)	87	Green Valley HS	264
39	-8	New Jersey	86	Ridge HS	237
39	--	Nebraska South	86	Lincoln East HS	259
41	+4	Idaho	83	Hillcrest HS	204
41	-16	Southern California	83	La Costa Canyon HS	294
43	+6	Pittsburgh (PA)	82	North Allegheny Sr HS	222
43	+10	Georgia Northern Mountain	82	Henry W Grady HS	170
45	-2	Sundance (UT)	81	Bingham HS	236
46	-8	Sierra (CA)	80	Sanger HS	242
48	-3	Carolina West (NC)	80	Myers Park HS	253
48	-11	Northern Wisconsin	79	Appleton East HS	255
49	+3	Hole In The Wall (WY)	77	Cheyenne Central HS	197
49	+4	Deep South (AL)	77	The Montgomery Academy	258
49	+27	Hoosier Crossroads (IN)	77	Brebeuf Jesuit Preparatory School	161

NFL DISTRICT STANDINGS

(as of December 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	+4	North Dakota Roughrider	76	Fargo South HS	144
52	+9	Tennessee	76	Montgomery Bell Academy	169
54	-5	Space City (TX)	75	Alief Taylor HS	167
54	-5	North Oregon	75	Westview HS	196
56	--	South Carolina	74	Mauldin HS	308
56	+5	Northern Lights (MN)	74	Moorhead Senior HS	163
56	-11	Central Texas	74	Sandra Day O'Connor HS	231
59	+2	Valley Forge (PA)	72	Truman HS	139
59	-3	Rocky Mountain-North (CO)	72	Rocky Mountain HS	196
61	-19	Southern Wisconsin	71	Marquette Univ. HS	169
61	-16	Michigan	71	Portage Northern HS	180
63	+1	Colorado	69	Cherry Creek HS	257
64	+4	Western Washington	68	Gig Harbor HS	256
64	+9	East Texas	68	William P Clements HS	162
66	+4	Lone Star (TX)	67	Plano Sr HS	235
67	-1	Georgia Southern Peach	66	Starrs Mill HS	158
67	+9	West Iowa	66	Dowling Catholic HS	237
67	-8	East Iowa	66	West HS - Iowa City	193
70	+12	Mississippi	65	Oak Grove HS	166
70	--	West Los Angeles (CA)	65	Fullerton Joint Union High	220
70	+10	Western Ohio	65	Sylvania Southview HS	95
73	-7	Hoosier Heartland (IN)	64	Connersville Sr HS	157
73	+15	Colorado Grande	64	Canon City HS	135
75	-16	New York State	63	Scarsdale HS	160
75	-11	West Oklahoma	63	Norman HS	199
77	-9	Florida Sunshine	62	Academy of the Holy Names	156
77	+2	North Coast (OH)	62	Gilmour Academy	179
77	-7	Sagebrush (NV)	62	Reno HS	198
77	+3	New Mexico	62	Albuquerque Academy	164
77	-4	Heart Of Texas	62	Carroll HS	169
82	+3	Louisiana	61	Teurlings Catholic HS	162
83	+5	South Florida	60	Michael Krop HS	142
83	-10	Wind River (WY)	60	Worland HS	144
83	-7	North Texas Longhorns	60	Colleyville Heritage HS	196
86	+9	Mid-Atlantic (MD & VA)	59	Randolph Macon Academy	230
87	+11	Puget Sound (WA)	58	Kamiak HS	105
88	-2	Big Valley (CA)	57	Lodi HS	156
89	-3	Greater Illinois	56	Belleville West HS	103
89	+6	Tall Cotton (TX)	56	Seminole HS	119
89	+3	LBJ	56	Princeton HS	190
89	+1	East Oklahoma	56	Jenks HS	170
89	+11	Chesapeake (MD)	56	Baltimore City College HS	97
89	-7	Kentucky	56	Rowan County Sr HS	167
89	+1	West Texas	52	Americas HS	108
96	+5	Pennsylvania	51	McKeesport Area HS	126
96	-1	UIL (TX)	51	Lindale HS	152
98	-16	South Oregon	50	Ashland HS	144
99	-7	Gulf Coast (TX)	49	Gregory Portland HS	151
100	-2	West Virginia	47	Wheeling Park HS	72
101	-7	Hawaii	44	Kamehameha Schools	135
102	--	Capitol Valley (CA)	41	Granite Bay HS	117
103	--	Maine	39	Lewiston HS	98
104	--	Iroquois (NY)	33	The Family Foundation School	82
105	--	Pacific Islands	28	Harvest Christian Academy	55

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